DOCUMENT RESUME

ED 351 276 SO 022 707

TITLE	Trends and Strategies of Action in Population Education for 1992-1995. Report of a Regional Consultative Seminar on Population Education (Bangkok, Thailand, May 21-28, 1990).
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE	91
NOTE	108p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Educational Planning; Educational Policy; Foreign Countries; Futures (of Society); *International Cooperation; International Education; International Educational Exchange; International Organizations; *Population Education
IDENTIFIERS	*Asia Pacific Region

ABSTRACT

This five-part report concerns a seminar in which representatives from countries in the Asia Pacific region met to discuss their countries' experiences in population education and to cooperatively develop strategies to meet emerging needs in this area. Chapter 1 is an introduction that provides background information and discusses the inaugural activities of the seminar. Chapter 2 presents summaries of the participating countries' reports. The following countries were represented: Bangladesh, China, Democratic People's Republic of Korea, India, Indonesia, Lao People's Democratic Republic, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, and Thailand. Chapter 3 focuses upon developments and trends in population education that have been identified at a country and regional level and puts forth strategies of action designed to meet the arising needs. Chapter 4 lists regional workshops, seminars, meetings, and training activities that have been proposed for the 1992-1995 period. Chapter 5 presents a summary and a list of recommendations. Six annexes also are included: (1) List of participants; (2) Annotated agenda; (3) Achievements vis-a-vis recommendations of 1986 Regional Consultative Seminar (Regional Level); (4) Progress Report of the Regional Programme in Population Education in Asia: 1987-1990; (5) Country and year-wise list of personnel trained in national training programmes, inter-country study visits, attachment, short-and long-term fellowships from January 1987 to May 1990; and (6) List of publications produced by Population Education Programme Service (1984-1990). (DB)

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TRENDS AND STRATEGIES OF ACTION IN POPULATION EDUCATION FOR 1992 - 1995

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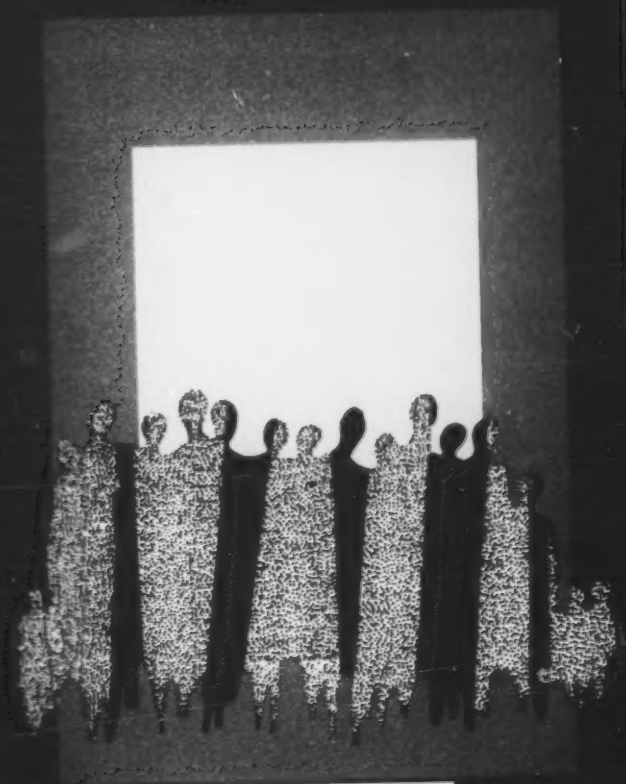

SO 022 707

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UNESCO Principal Regional Office for Asia and the Pacific.
Trends and strategies of action in population education for 1992 - 1995; report of a Regional Consultative Seminar on Population Education, Bangkok, 21-28 May 1990. Bangkok, 1991.
99 p. (Population Education Programme Service)

1. POPULATION EDUCATION – PROGRAMMES – ASIA. 2. POPULATION EDUCATION – PROGRAMME PLANNING – ASIA. 3. POPULATION EDUCATION – REGIONAL CO-OPERATION – ASIA. I. Title. II. Series.

P379

SO

Population Education Programme Service

TRENDS AND STRATEGIES OF ACTION IN POPULATION EDUCATION FOR 1992 - 1995

Report of a Regional Consultative Seminar on Population Education

Bangkok, 21 - 28 May 1990

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
Bangkok, 1991

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Published by the
UNESCO Principal Regional Office for Asia and the Pacific
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand

Printed in Thailand
under UNFPA Project RAS/86/P13

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BKP/90/M/337-2000

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Chapter One

INTRODUCTION

The Regional Population Education Programme was conceived and based at the Unesco Regional Office in 1972-1973 with funding support from UNFPA to combat population-related problems in the region. Since then, the "state of the art" of population education is periodically assessed in Regional Consultative Seminars. The present Consultative Seminar is the sixth of its kind. Since 1987 the country programmes have gone through a number of phases related to their developments and have pursued different trends which can provide bases for mutual learning. They have also encountered new problems and designed alternative solutions to overcome them. This Regional Consultative Seminar is, therefore, convened to share invaluable experiences and to co-operatively develop strategies of actions to meet emerging needs and requirements.

Organizer

The Regional Consultative Seminar on Population Education was organized by the Unesco Principal Regional Office for Asia and the Pacific at the Regional Office, Bangkok from 21-28 May 1990. The Seminar was convened as part of the activity envisioned in the UNESCO-UNFPA supported regional project RAS/86/P13 approved for 1990.

Objectives

The main objectives of the Seminar were (i) to review the developments and trends of country programmes since the 1986 Regional Consultative Seminar on Population Education; (ii) to assess the new thrusts and emerging needs and requirements in population education; (iii) to co-operatively develop forms of action to meet the requirements of the new thrusts and developments to make the programme more relevant and effective.

Participation

Twenty-three participants from Bangladesh, China, Democratic People's Republic of Korea, India, Indonesia, Lao DPR, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka and Thailand took part in the Seminar. A senior official from UNFPA, New York, and a representative of UNFPA, Thailand, participated in the Seminar. Likewise, observers from DPR Korea, ESCAP, FAO, ILO and UNICEF attended the Seminar. (See Annex I for the List of Participants and Observers).

Preparation of the Seminar

Keeping in view the Objectives of the Seminar and Agenda Items, the participants were requested to prepare country reports for presentation in plenary session. A summary of these reports is given in Chapter II of the report. Likewise, the Regional Advisory Team prepared two working papers entitled "Achievements vis-a-vis Recommendations of 1986 Regional Consultative Seminars (Regional Level)", and "Progress Report of the Regional Programme in Population Education in Asia (RAS/86/P13 and (RAS/88/P13) 1987-1990" (see Annexes III and IV). In addition, the seminar was

preceded by a Technical Working Group consisting of four resource persons from China, India, Indonesia and the Philippines. The Technical Working Group met from 14 to 18 May 1990 at Unesco PROAP to develop the third working paper consisting of three chapters entitled, namely (i) National Policy Programme, (ii) Programme Components and (iii) Regional Co-operation in Population Education. Agenda Items 3, 4, 5 and 6 were the main focus for discussions during the Technical Working Group Meeting. The report of the Technical Working Group thus provides coverage of discussion on these Agenda Items (copy of the Annotated Agenda is given in Annex II).

Inauguration of the Seminar

The Seminar was inaugurated jointly by Mr. Banjong Choosakulchart, Permanent Secretary for Education, Ministry of Education, Thailand, and Mr. Hedayat Ahmed, Director, Unesco Principle Regional Office for Asia and the Pacific, at 09.30 hours on 21 May 1990. Mr. O.J. Sikes, Chief of the Education, Communication and Youth Branch, Technical and Evaluation Division, UNFPA, New York delivered a message on behalf of UNFPA; Dr. Ansar Ali Khan, Chief, Regional Advisory Team on Population Education delivered the welcome address and briefed the participants about the Seminar; Dr. R.C. Sharma, Regional Adviser for In-School Population Education, delivered the vote of thanks.

Mr. Choosakulchart welcomed the participants to the "prestigious seminar". He was pleased to note the determination of countries in Asia and the Pacific to increase the relevance and efficiency of population education programmes in their respective countries. He encouraged the participants to speak freely and frankly so that everyone would benefit from the exchange of inter-country experiences as well as conduct in-depth review of past relentless efforts in developing population education programmes in the region. He underscored the key role that Unesco played in attaining the national population goals. He also appreciated the initiative that Unesco took in organizing the World Conference on Education for All that aims to assist countries in attaining their goals to eradicate illiteracy. While Unesco and UNFPA support the population education programmes, Mr. Choosakulchart enjoined the participants to share original ideas and maintain open-mindedness for sustaining the programmes and overcoming problems and obstacles.

Mr. Hedayat Ahmed warmly welcomed the participants on behalf of Unesco. He took opportunity to thank the sister organizations in the UN family and the UNFPA for the consistent support, co-operation and encouragement extended to Unesco in population education and in particular, in the organization of the Seminar which formed a part of the UNFPA-financed Unesco Regional Sectoral Programme on Population Education.

Mr. Ahmed gave a brief review on the background and justification of the population education programme. He observed that Asia and the Pacific region was known for low achievements in literacy which was directly related with the fertility behaviour of the people. He noted that 60 per cent of the one billion illiterates in the world were women and that 100 million were children between the ages of 6 and 11. He further commented that in Asia alone about 700 million people were illiterates most of them living in rural areas. Mr. Ahmed also mentioned that studies showed that a high rate of female literacy correlated positively with high levels of socio-economic development leading to lower fertility level, particularly of the females who have achieved secondary school education.

Mr. Ahmed underscored Unesco's initiative to eradicate illiteracy which resulted into a joint action of about a dozen supporters including the World Bank, UNDP, UNICEF, governments, non-government organizations, development agencies and regional financial institutions to help organize at Jomtien, Thailand from 6-9 March 1990, the World Conference on Education for All where a World Charter on Education for All and a Framework of Action to meet basic learning needs were adopted.

He noted that beside rapid population growth and high rate of illiteracy, the region was also confronted with a plethora of problems like environmental pollution, dwindling supply of fuels and other minerals to scarcity of land and supply of drinking water, destruction of forests and over fishing, a rapid rate of urbanization and growth of urban slums; from migration, unemployment, high infant and maternal mortality rate, a relatively young age population to a low level of contraceptive prevalence, mal- and under-nutrition, poor health and sanitation, low status of women, adolescent fertility, inadequate housing, ageing, drug abuse, AIDS, etc. An analytical review of these situations suggested that rapid population growth, population size and other demographic characteristics were among the major contributing forces to the worsening conditions of the people in the region but the Member States were not oblivious of the population problem.

He underscored that the sharing of experiences in the seminar would serve as useful learning opportunity for the participating countries, particularly Myanmar, DPR Korea and Laos which were getting ready to start their programmes. He encouraged the participants to undertake an indepth review of population education developments in the region and based on such a review determine needs and requirements and forms of actions at the country and regional levels covering all IEC component in as much as UNFPA had strengthened the Regional Advisory Team with the addition of expertise in population communication. In so doing the Regional Advisory Team could serve the Member States in a more comprehensive, responsive and meaningful manner.

He concluded his address by reiterating his warm welcome to the participants to the "Land of the Smiles".

Mr. Sikes extended to the participants the greetings from Dr. Nafis Sadik, the Executive Director of UNFPA. He underscored that the Seminar would enable the participants time for stock taking after 20 years since population education began in Asia. He posed the following questions: Have we, and our predecessors, accomplished anything after all these years of hard work? If so, what have we accomplished? How can it be measured? Where do we go from here? What advice can we give to our neighbours who are just beginning?

He expressed optimism that something important was happening in population education projects. Impacts might be identified but there was a need to look at results more carefully, more systematically so that the Member States could continue to sustain the good work.

Election of Officers

The following were elected officers of the seminar:

Dr. Kovit Pravalpruk (Thailand)	Chairman
Dr.D.M. De Rebello (India)	Vice Chairman
Mrs. Zhang Yihua (China)	Vice Chairman
Dr. Avelina T. Llagas (Philippines)	Rapporteur

Closing programme

The closing ceremony of the Seminar was held at 0900 hours on 28 May 1990 with Mr. Hedayat Ahmed, Director, Principal Regional Office for Asia and the Pacific, as the main speaker. The rapporteur of the Seminar, Dr. Avelina T. Llagas presented the Seminar report which was unanimously adopted. The Chairman of the Seminar as well as representative of resource persons and the participants also made brief remarks.

Chapter Two

SHARING OF EXPERIENCES: SUMMARY OF COUNTRY REPORTS

Introduction

Since the first Asian Regional Workshop on Population and Family Life Education organized by the Unesco Regional Office, Bangkok, in October 1970, there are now 15 countries in Asia alone which have recognized population education as one intervention strategy for development. In these countries, national population education programmes are fully operational. In addition, three more countries, namely Lao DPR, DPR Korea and Myanmar are expected to launch their population education programmes.

The "State of the Art" of population education is periodically assessed in Regional Consultative Seminars, such as those organized by the Unesco Regional Office in 1975 in Chiangmai and Bangkok, Thailand; in 1978 in Manila, Philippines; in 1982 and in 1986 at the Unesco Regional Office in Bangkok.

The 1990 Regional Consultative Seminar held at the Unesco Regional Office in Bangkok from 21-28 May 1990 was highlighted by the sharing of experiences regarding the development and trends of country programmes in population education since the 1986 Regional Consultative Seminar. In general the country experiences made reference to (i) achievements vis-a-vis the recommendations of the 1986 Regional Consultative Seminar; (ii) experiences in the renewal of content, methods and training modalities, etc.; (iii) expansion of programme vis-a-vis target clientele; (iv) problems, issues and strategies used to overcome them; (v) emerging future needs and requirements; and (vi) preferred forms of action to meet new thrusts and requirements.

The following key issues and concerns were presented:

1. Redefinition of population education with focus on demography, human ecology, human sexuality and family, and their implications on the improvement of the quality of life.
2. Relation of population education with family planning issues, particularly on the involvement of NGOs which include the religious sector.
3. Population education curricula for both formal (in-school) and non-formal education.
4. Development of instructional materials; and
5. Staff development for administrators, supervisors and teachers to handle population education programmes in both formal and non-formal education.

BANGLADESH

Background

Bangladesh with a very high population density (above 1,800 per square mile), high growth rate (2.7 per cent), low land-man ratio (only 0-3 acres) and 70 per cent illiteracy has identified population as the No. 1 problem and population education as one strategy for promoting quality of life.

Developments and trends

Population education programme in Bangladesh was undertaken in two phases - 1976-1980 and 1980-1985. Curricula and textual as well as instructional materials in this respect were developed and 97,000 key educators were trained.

A satisfactory level of awareness about the impact of rapid population growth has developed as a result of implementation of the project. In mid-1985 the project was discontinued with a view to institutionalize population education. But the institutionalization policy has not worked well due to absence of clear guidance and monitoring.

Problems

1. The syllabi were developed grade-wise and subject-wise without proper attention to horizontal and vertical articulation. The present contents of the textbooks are general in nature and spread over thinly in many subject areas. This has resulted into dilution of core messages.
2. The training of teachers in both substantive and pedagogical aspect was inadequate.
3. As the question on population education is not compulsory in the examination, the study of population education has not been ensured.

Emerging needs

The emerging needs are re-defining the core messages in the context of present socio-economic condition of the country and undertaking a programme to re-vitalize population education.

Strategies for action

1. The population education concepts should be extended to various dimensions needed and an essential learning continuum (ELC) covering knowledge, attitude and practice should be developed for integrating population education in social science and general science only for all classes up to post graduate level; and 10 per cent of total mark should be allocated to population education. The training of teachers and other concerned personnel should be ensured through distance education approach.

2. Population education in the non-formal system should be undertaken to cover the vast illiterates with high fertility level.

3. Three separate programmes have been undertaken with the assistance of UNFPA following above strategies.

CHINA

Background

China is the most populous country in the world. Fifty per cent of its 1.1 billion population are young people. Thus, they are the logical target of population education in China. Since 1980, with the support of UNFPA, pilot projects of population education in secondary schools and peasant secondary vocational schools have been developed.

Population education has now been established as a subject in 13,400 secondary schools nationwide (there are 89,000 secondary schools in all) and about 15 million students have access to the subject. Twenty-two thousand secondary school teachers have been trained for population education.

Moreover, in 1985, population education started as pilot projects in 34 peasant secondary vocational schools which are run by counties in Hunan province. Since then, 1,317 teachers and cadres and 27,700 students have been trained while the number of people who attended relevant activities at contact points outside school has reached 32,000.

Problems

1. Most of the secondary schools that offer population education are key schools in cities and townships. In future, priority should be given to the rural and minority nationality areas.
2. Guidance on courtship, marriage, family life, etc. will be added to population education among secondary high school students.
3. In order to improve population education, enough attention will be given to research and popularization of the experiences of pilot schools. Classroom teaching will be integrated with different kinds of social activities and publicity work.
4. Meetings to exchange experiences prove to be particularly helpful to the improvement of teaching quality.

Emerging needs

China's present population situation requires that ways of conducting population education be formed to suit China's situation. Therefore, to solve population problems, the emphasis should be on work in the country side.

Strategies for action

1. Beginning 1990, 1,000 secondary schools, 731 peasant technical schools will be designated as pilot schools of population education. By 1994, some 45,000 secondary schools will have offered population education. 135,000 teachers will have been trained; and the number of students receiving population education will have reached 2 million. Meanwhile, 10,000 teachers of peasant schools will be given chances to update their knowledge of population education and 550,000 peasants will have been furnished with population knowledge.

2. Population education will begin in minority nationality areas. New teaching materials in five languages, namely Tibetan, Uygur, Kazak, Mongolian and Chinese, will be produced.

3. Instead of sex education, puberty education will be given to junior middle school students. Puberty is a stage of dramatic changes in teenagers in terms of physiology, biochemistry as well as psychology, intelligence and behaviours. Materials for puberty education will be developed.

DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

Background

The Government of the Democratic People's Republic of Korea provides workers, peasants and all other members of society with sufficient conditions to enjoy an independent and creative life, and to improve their material and cultural life.

In the field of education, universal compulsory primary education was carried out in 1956; in 1958 compulsory secondary education and in 1967 universal compulsory 9-year secondary education were introduced. In 1972 the 11-year universal compulsory education went into effect.

Population education in the DPRK is conducted in various forms, such as regular education at schools, extracurricular or social education and family education in close collaboration with general regular education.

In the curriculum of 11-year compulsory education a considerable portion is given to population education.

Special attention is paid to school girls. They receive through study and practice a comprehensive education, such as hygienic, health care of children, elementary family education, sewing, embroidery, cooking which are useful in their social and family life.

Development and trends

In recent years, the study on population dynamics was introduced into the DPRK which included among others, population education, training of population expert and dissemination of population know-how.

The Population Centre which was set up in 1985 offered national courses on population while engaged in other activities. The courses were participated in by many people from population-related institutes and middle and higher educational institutes. Discussion dealt on broad theories on population, collection and analysis of population data, analysis of demographic factors and various methods of contraception. The institute issues a monthly paper called "Population News".

In July 1988 the Institute on Population Studies was set up and attached to the Economics Faculty at the Kim Il Sung University. A special class on demography was formed within the planning and economics chair of the Economics Faculty to train demographers.

In 1988 the Institute of Socio-Economic Study on Population was established within the Academy of Social Sciences to review and analyse population problems from the socio-economic view point.

The Central Statistics Bureau has taken actions to improve its demographic activities.

The study of population problems and propagation of contraception are conducted at Hygenia Propaganda Agency and Pyongyang Maternity Hospital respectively.

Emerging needs

The following needs stand out:

1. Intensive study of population problems, including population education and dissemination of population know-how, to keep abreast with the latest developments in the region.
2. Strengthening of co-operation with Unesco, UNFPA and other international organizations, and encouragement of mutual co-operation with various countries in the region.
3) Need to expose selected key education officials to population education programmes of other countries in the region.

Strategies for action

1. Study visits to countries with advanced population education programmes, such as People's Republic of China, Thailand, Indonesia, Philippines, etc.

2. Identification, if needed, of appropriate institutions in DPRK to co-ordinate the population education programme in the country.

INDIA

Background

It was during the late 1960's that population education emerged as an educational response to population problems. However, the operationalization of these concerns materialized in 1980 with the launching of the National Population Education Project with funding from the UNFPA in the School Education and Non-formal Education System. The Population Education Programme in Adult Education and in the Higher Education System started only in 1986. Currently all the three specific educational sectors mentioned above, are engaged in the project.

Development and trends

i) <u>School education and non-formal education</u>

It is being implemented in 28 States and Union Territories through multiple agencies including All India Radio and Doordarshan (TV). The major achievements include:

a) Curriculum and Materials Development - Over 400 titles in 17 Indian languages.

b) Training - Over a million teachers, teacher educators, key persons, etc. have been trained. The population education elements are also being integrated into the pre-service training.

c) Evaluation - Tools to evaluate curriculum, textbooks, training programmes and classroom lessons and awareness tests were developed at the national level. In 1984 an evaluation study was conducted by the NCERT. In 1989 the International Institute of Population Sciences did an evaluation.

ii) **Adult education**

So far 15 states have been covered:

a) Population Education Cells provide the needed infrastructural facilities in the State Resource Centres (SRCs). These SRCs have brought out motivational, instructional and post-literacy materials on population education.

b) The content areas of population education have been integrated in the training curricula of adult education functionaries both pre-service and in-service.

c) Regular in-house reviews of the progress of the project are conducted but the first formal mid-term evaluation is scheduled for the end of 1990.

iii) **Higher education**

The population education programme at the tertiary level is being implemented through 12 population education resource centres (PERCs) which provide technical support services to all the universities/colleges in the country. These technical support services cover curriculum development, training, material development, research, monitoring and evaluation. Through population education clubs set up in many universities, students get involved in community activities, particularly among the deprived sectors.

Problems

i) Lack of co-ordination between the three sectors, between population education and developmental department/agencies and between formal and non-formal education.

ii) Evaluating the most cost-effective modalities of training to cover the entire teacher population, adult education functionaries and administrators at all levels concerned with the population education programme.

iii) Ensuring the availability and use of adequate quality print and non-print materials for the various target populations. In Adult Education there is a scarcity of exemplar materials for use in training activities.

iv) Lack of appropriate management structures and qualified administrators.

v) Need for more intensive training, motivation and incentives for Adult Education Instructors.

Emerging needs

i) To develop training guidelines/modules for various categories for functionaries in the three sectors and to train all of them within a reasonable period of time.

ii) To extend the population activities in the Non-formal Education Sector.

iii) The need for a National Documentation Centre which would serve as a clearing house of information on POPED.

iv) Increased use of mass media - training needs, etc.

v) A special thrust needs to be given to POPED for girls and women.

vi) Teacher educators to train the trainers.

vii) Refresher Courses at periodic intervals

viii) Constant upgrading of POPED in the curriculum and literacy materials.

Strategies for action

1. To complete the unfinished tasks. On the basis of evaluation feedback, activities in school and non-formal education (NFE) sector will be continued, amplified or modified as required. Activities in the other two sectors will be evaluated and similar action taken as above.

2. Systematic and regular monitoring procedures.

3. Action-oriented research.

4. Establishing more effective co-ordination mechanism at various levels.

5. Through the networking of information to create a general awareness in the community of population issues.

INDONESIA

Background

Population education has been introduced in Indonesia since 1970 through preliminary meetings, workshops and national seminars.

Population education was implemented within the National Education System in early 1976 together with the introduction of the New 1975 School Curricula. This represented the beginning of the institutionalizing process in Indonesia. A Ministry of Education and Culture decree was issued to implement population education within the educational system.

Population education programme for the in-school's audience was infused in some relevant subjects in the curricula of Elementary Schools, Junior and Senior Secondary Schools, including vocational/technical schools, such as: Pancasila Moral Education, Social Sciences, Natural Science, Geography, Biology, Economics, Sports, etc.

As for the out-of-school programme, population education programme is integrated into some educational materials or is taught in monolithic system.

Development and trends

Up to 1990, the population education programme in Indonesia has made some gains in the following areas:

A. **In-school programme**

- Training of primary school, junior and senior high school supervisors and school principals.
- Seminar on population education for Institut Keguruam dan Ihun Pendidikan (IKIP or Teacher Training Institutes) rectors, deans, and lecturers.

- Curriculum development and the provision of population education textbooks for the lecturers and the students of IKIPs/FKIPs (Teacher Training Institutes).
- Population education broadcasting programme through the radio/television.
- Population education correspondence course programme.
- Provision of population education books for the elementary and the secondary schools.
- Supervision of population education activities at the primary and secondary schools.
- Preparation of guidebooks and handbooks for the primary and the secondary school teachers.

B. **Out-of-school programme**

- Training of the Heads of Community Divisions and other personnel working at the district or municipality level.
- Preparation of booklets on family planning education for tutors and monitors.
- Preparation of supplementary booklets for Kejar Package A.
- Preparation of guidebooks for training implementators of out-of-school programme.
- Preparation of teaching kits.

Problems

Implementors have been faced by hindrances and handicaps in implementing the population education programme in Indonesia. These may be summed up as follows:

1. Indonesia is a country with a very large population (approx. 180,000,000), reportedly the fifth biggest in the world, with a high growth rate, uneven population distribution, low quality of life and very congested urban centres.

2. It has a low per capita income, burdened with malnutrition, high unemployment, health and pollution problems.

3. In addition to the above, Indonesia's efforts to solve its population education problems are hampered by technical obstacles, such as inefficient co-ordination, inadequate training opportunities, insufficient learning materials, and urgent need for curriculum revision.

Emerging needs

1. Improving co-ordination with various institutions, both within and outside the Ministry of Education and Culture.
2. Re-education of out-of-school decision-makers at all levels in order to make them more aware and committed to population education/family planning education programmes.
3. Strengthening of the information centres at various levels, from the central government down to the sub-district levels.

Strategies for action

Implementors of population education:

1. To encourage the population to transmigrate to less densely populated areas in the country and develop the outer islands, and send university graduates to rural areas to assist in their development.

2. To provide opportunities and facilities to improve/promote nutrition education, community health centres, employment creation, environment education, etc.

3. To encourage more dialogue, utilize mass media for out-of-school education, promote the development of "do-it-yourself" learning materials and support the law on national education system.

4. To set up a special unit for research and evaluation to study the impact of population education/family planning education on the Norma Keluarga Kecil yang Bahagia dan Sejahtera (NKKBS - "small, happy and prosperous family norm").

5. To produce learning materials in sufficient quantity in the "do-it-yourself" forms in order to facilitate self-learning process.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

Background

The Lao People's Democratic Republic (LAO PDR) is a landlocked country. Extensive mountain range covers most of the country except for the plains bordering the Mekong River. Over two-thirds of the land area is covered by forest and woodland with some valuable wood species and many known mineral deposits.

The 1985 census revealed a population of 3.6 million with estimated annual growth rate reported at 2.9 per cent. Eighty-five per cent of the population live in the rural and mountainous areas. The national population density is 16 people per square kilometer. There are over 68 different ethnic groups in the country, which can be divided into three broad categories. The lowland lao (lao lum) forms 60 per cent of the population, the plateau lao (lao thung) 30 per cent and the highland lao (lao sung) 10 per cent.

Of the total population of 3,584,803, about 1,827,688 are females, representing 50.98 per cent. The Lao population is young and growing rapidly.

Development and trends

In the past, Lao PDR has not participated in the UNFPA and Unesco population education programme. Thus, population education as a unit subject is not yet integrated into the national educational programme. However, general population studies content is thinly introduced into many subjects of the formal and non-formal education curricula, namely: general knowledge of nature and society, biology, geography, history, social and moral studies, etc. The content of non-formal education curriculum is oriented more and more to the objective of improving the quality of life of the people.

The government's population policy aims at:

1. Strengthening the solidarity and equality between different ethnic groups,

2. Improving the quality of life of the population with special attention to the people living in the rural and remote mountainous areas.

To realize this policy, Lao PDR is interested in launching a population education programme by introducing it into the formal and non-formal educational systems.

Problems

The problems can be summed up into:

1. Lack of personnel and resource persons trained in population education;
2. Lack of resource materials in population education;
3. Lack of funds.

Emerging needs

1. The current review of the curriculum is the appropriate moment to introduce the contents of population education into the curriculum of the general education at primary and secondary levels.
2. Identification of needs, concepts and contents of population education within the socio-cultural situation of Lao PDR.
3. Lao PDR's intention to initiate a population education programme and desire to receive assistance, both technical and financial, in starting the programme in the country.

Strategies for action

1. Preparation of a Project Formulation Framework (PFF) and submission to UNFPA.

2. Request for Regional Advisory Team from UNESCO to assist the Lao working team in formulating and submitting the project document to UNFPA for funding.

3. Pre-project activities starting in 1991 to facilitate introduction of population education into the educational system.

MALAYSIA

Background

1. Malaysia is pursuing a policy of increasing its present population of 17 million to 70 million by the year 2100. The formal education system therefore stresses more the quality of life that the citizens should strive for than population size.
2. In view of this, the country has introduced new curriculum programmes for both primary and secondary schools which aim at operationalizing the goals of education as expressed by the National Philosophy of Education. This philosophy lays emphasis on the holistic development of the person.

Development and trends

1. The new programmes have included population-related issues by:
   - the introduction of a new primary school subject, Man and His Environment, which aims at raising the quality of life by improving and protecting the environment.
   - the inclusion of a subject called Living Skills in the lower secondary. This subject has a component called Family Living.
   - the inclusion in the Health Education syllabus of fertility- related issues.
2. Of crucial importance to the success of these programmes are the changes in instructional strategies that we are attempting to bring about. Our training programmes stress the importance of student-centred approaches, learner-generated questions, and study skills.

Population education in the non-formal system

1. The National Population and Family Development Board is responsible for out-of-school population education. This is done through two programmes: (a) IEC (Information, Education and Communication) and (b) Training.
2. The IEC programme has operated through activities, such as seminars, group discussions, briefings and exhibitions which are held to disseminate family planning information, family development, and population-related issues. These activities are often carried out in collaboration with other government and non-government agencies.
3. The Board's Training programmes have resulted in the training of 16,438 personnel who have been directly or indirectly involved in the implementation of its programmes. Those who have received training cover a wide range of occupations.
4. The Board has also developed a series of training modules on family development with special emphasis on marriage, parenthood and family problem solving.
5. A population training module which includes various population- related issues, has recently been designed and is to be implemented in late 1991.

Problems

A major problem in connection with implementation of population- related projects is the difficulty of gaining wholehearted "clientele" support in "top-down" implementation projects. Both formal and non-formal agencies will now have to find alternative ways of reaching the target population that would ensure positive attitudes of ownership on their part.

Emerging needs

It is envisaged that the multi-ethnic population in Malaysia would have to face the fact that its need to be able to communicate on problems that arise precisely because of its racial, religious and cultural diversity.

Another emerging need arises out of the fact that prosperity and good health programmes have resulted in the emergence of a significant number of "senior citizens". Any overall programme concerned with raising the quality of life must seriously consider how to deal with this need.

Strategies for action

Training programmes which are "top down" are proving to be not as effective as was hoped. "Bottom-up" strategies are being planned. The strategy is beginning to start formative evaluation programmes which attempt to directly involve the target population in evaluating the progress of project and suggesting intervention to improve the situation. The other training strategy is a move from central agency training programmes to in-house staff development programmes.

MALDIVES

Background

Maldives is a group of about 1,200 coral islands situated in the Indian ocean. According to the preliminary results of the 1990 population and housing census the total population stood at 214,000. The estimated growth rate was 3.2. The capital island Male has almost a quarter of the total population.

Development and trends

The Maldivian population appears to be in the early stages of a demographic transition with fast declining death rate while birth rate remains relatively high. The Government recognizes the heavy social and manpower investments required at this stage and is fully aware that a fast growing population in relation to a narrow economic resource base can have an adverse effect on the growth and development of the economy.

Problems

The literacy rate of the Maldivian is 95 per cent and speaks the same language and all are Muslims. Despite this homogeneity, many complex problems unique to island nations are quite evident. Thus transport and communications remain the single biggest problem.

Secondly, inadequate skilled manpower constraints all developmental efforts. Lack of teachers, teacher educators and curriculum specialists have forced the Government to import such basic and essential services.

It is also evident that unless population education is introduced at the secondary level, non-formal education programmes, the desired impact on fertility reduction cannot be achieved.

Emerging needs

The new phase of the population education faces many new challenges.

1. The introduction of population education with renewed vigour and impressive subject presentation has to be tackled.
2. More effective and innovative methods have to be applied to reach the largest population.

Strategies for action

1. The teacher training aspects need to be strengthened.

2. The textual material production needs to be increased and more appealing messages need to be compiled.

3. The mass media need to be mobilized with more effective programmes.

4. The self-learning materials have to be increased.

5. Perhaps, the development an effective and suitable population policy will enable the selection of a appropriate strategies.

MYANMAR

Background

Myanmar is one of the countries which perceive population growth as beneficial. The Government has limited access to any modern methods of contraception (UN, 1987: 92). The country was considered as under-populated and in a statement to the United Nations World Population Conference in August 1974, the Government stated its pronatalist attitude thus:

> ...under the prevailing circumstances, due to the geographical, social and economic situations in relation to population, we are confident that the country can support a larger population than at present .... We have as yet no programme oriented toward curtailment of the population. (United Nations Fund for Population Activities (UNFPA), 1979: 3).

Development and trends

Population problems were never viewed in terms of controlling population growth but of equipping and mobilizing the people for economic growth.

There has been no explicit policy to intervene in fertility and population growth, but the policies are generally aimed at the improvement of health. Family planning is desirable if it improves maternal and child health. Abortion and sterilization restricted to maternal health concerns.

Population education activities have yet to be started. There is a general awareness of the population problems among the people in an informal way. Population education is not included in the formal school curriculum, but the contents related to population are sporadically integrated into some courses at primary level. The contents, such as family and health development, child care, and vocational-related education are included in graded reading materials for literacy campaigns.

Emerging needs

There is a need to institutionalize the present inter-sectoral relationships and efforts in promoting population education programmes. There is also a need to examine curricular strategies in schools, and a systematic programme development in non-formal education.

Strategies for action

1. Strengthen the current capabilities to gather information on population.

2. Determine appropriate channels within available delivery systems.

3. Conduct orientations for key personnel/decision-makers on programme requirement.
4. Involve subject specialists in determining kinds of messages and level of integration.
5. Develop materials on population and family life education.

NEPAL

Background

The population in Nepal is growing at an annual rate of 2.66 per cent. This high population growth rate has adversely affected the quality of life of the people. With this into consideration, the Ministry of Education and Culture has implemented population education programmes in both the formal and non-formal education systems in the last ten years, since 1980. The main objective of the programme was to help learners to understand the adverse consequences of rapid population growth on the socio-economic conditions of the people and to induce them to make rational decision on population education-related matters.

To implement effective population education programmes in formal and non-formal education systems, various agencies, such as Adult Education Section, Curriculum Textbooks and Supervision Development Centre, Curriculum Development Centre, Office of the Project Co-ordinator and Policy Committee of the population education project are deeply involved.

Development and trends

The programmes and activities accomplished so far in the formal and non-formal education systems include, among other things:

1. Integration of population education contents into the curricula and textbooks of formal and non-formal education.
2. Development of separate curricula and textbooks in population education for use at secondary level
3. Development of national sourcebook and teachers' guide in population education.
4. Development of population education curricula and textbooks for certificate and bachelor level of education

While the population education project has made significant gains, it has a long way to go to achieve the desired goals and objectives.

Problems

In the implementation of the population education programme in formal and non-formal education, several problems and issues stand out. They can be summarized as follows:

1. Shortage of trained and qualified staff to develop teachers' guides and other teaching/learning materials.
2. Shortage of trained and qualified classroom teachers.
3. Inadequate supply of teaching/learning materials.

4. Lack of audio-visual materials.

5. Paucity of funds to develop sufficient materials.

6. Absence of motivation on the part of the students to learn population education.

7. No advocacy programme for the familiarization of population education.

Strategies for action

1. Integration of population education into all development projects;

2. Launching of population education programme on a massive scale to reach target audience;

3. Mounting of an aggressive advocacy programme on population education core messages to gain wider acceptance of the programme;

4. Training in planning and management for project staff to enhance management capabilities;

5. Encouragement of sharing of experiences, expertise and softwares among the countries in the region through an institutional mechanism; and

6. Strengthening and expansion of clearing house services in population education in terms of manpower, facilities and activities.

PAKISTAN

Background

Pakistan is a country which has wide variation in climate and terrain. The present total population is 112.7 million; the area is 796,095 sq. kilometers. The growth rate is estimated at 2.9 per cent. The present literacy rate is estimated to be about 30 per cent. It is a federation with four provinces. The average population density is 105.8 persons per sq. kilometer. About 96.7 per cent of the people are Muslims.

Development and trends

Population education programme was institutionalized and undertaken on systematic basis for the first time in 1983 with clearly stated objectives and well defined programmes. Curricula for classes VI to X were developed and interventions were included in the textbook of languages, social studies, general science, home economics and other subjects. A teacher's guide was also developed: 10,000 teachers and 300 key persons were trained. A set of 20 charts was developed, printed and distributed to ten thousand schools.

Second phase of the project started in late 1987. Curricula for pre-service training programme of teacher for PTC, CT and B. Ed. (teacher of primary, lower secondary and secondary schools) have been developed and will be implemented in due course. A set of 12 learning modules as a self-learning and supplementary reading materials were developed, replicated and distributed to Bureaus of Curriculum Development, Education Extension Centres and interested individuals. About 550 school teachers were trained through 12 workshops. About 120 administrative personnel (district education officers and heads of schools) were trained to improve the implementation of the project. An essay and

painting competition has been organized in 1990 to assess the achievement level of students regarding population education concepts given in the textbooks.

The population education has been given a continuous status and in its third phase it will continue up to 1993. Although the objectives will remain the same, activities will however be expanded to cover greater number of recipients and areas. Production of video lessons, synchronised set of slides, teaching kits, more learning modules, revision of teachers' guides and textbooks are some of the activities envisaged in the project. The Bureau of Curriculum and Education and Extension Centres will act as Documentation Centres and Clearing House for Population Education. The implementation of the project is in progress.

In the non-formal system, Allama Iqbal Open University (which specializes in distance education) developed, tested and printed courses for B. A. and M. A./M. Ed. level. Teachers and persons related to population education are admitted in these courses. The university has trained 2000 persons at B. A. level and 3000 at M. A./M. Ed level. Research in the fields related to population and demography is conducted in the departments of economics, statistics and social science in the universities.

The present democratic government, being more concerned with social problems, is planning to introduce a paper in the subject of geography called "Environmental Science" which will include population education and other items like drug abuse, pollution and environment.

Emerging needs

i) The total number of teachers at middle and secondary level is more than 162,000 and less than 10 per cent have trained. A strategy has to be developed to cover the rest.

ii) To develop ways and means to include population education into adult education including out-of-school youths.

iii) All the bureaus of curriculum development and Education Extension Centres in the provinces should be developed into Documentation Centres for population education.

iv) Need for co-ordination between the research in the universities and population education programmes at all levels.

Strategies for action

The Population Education Cell in the Ministry of Education needs to be strengthened both in terms of physical facilities and personnel.

PHILIPPINES

Background

The Department of Education, Culture and Sports (DECS) established the Population Education Programme (PEP) in 1972 as its contribution and support to the national population programme in its efforts to curb the rapidly growing population of the country. The PEP introduced and institutionalized of population education in the three levels of the formal education system and, additionally, the non-formal education sector.

The PEP's achievements during the past four years addressed the following: (i) integrating population education core messages/competencies into the elementary and secondary schools curricula as well as the literacy curriculum of the Bureau of Non-Formal Education (BNFE-DECS); (ii) participating actively in POPDEV; (iii) enhancing capabilities of population education regional co-ordinators and non-formal supervisors in planning and management of population education programmes through planning and project formulation workshops; (iv) development and production of support materials for the elementary level, supplementary readers for the third and fourth year students with teachers guides, and a handbook on training methods and techniques; (v) development of modules on home economics, health education, social studies and values education for the secondary level; (vi) conduct an evaluation of the one-week training programme for district/school co-ordinators; (7) continuous participation in third country training and attachment programmes; and (viii) maintaining library services on population education.

Development and trends

The shifts in government and innovations in education in recent years have precipated changes in the PEP. One of these is the government policy on population. The new Population Policy pursues the overall improvement of family welfare and not just fertility reduction. The Philippine Population Programme urges the systematic incorporation of population concerns, including migration variables and family welfare considerations, in development efforts of concerned agencies in order to achieve the goal of total human resource development toward the improvement of the quality of life in a just and humane society. In essence, this thrust constitutes one component of the Philippine Population Programme which is Integrated Population and Development (POPDEV). The role of the DECS in POPDEV is to ensure the integration of population and development concerns into formal (POPED at all levels) and non-formal education system.

In particular, the adoption of the New Population Policy necessitated the review and expansion/preparation of population education core messages perceived to be responsive to the objectives and thrusts of the national population programme. This had implications for the population education content of the school curricula. Consequently, the PEP conducted the analysis of the curricula of the Bureau of Elementary Education (BEE) in 1986 and of the Bureau of Secondary Education (BSE) in 1989. This undertaking enriched the new elementary school curriculum (NESC) and the new secondary education curriculum (NSEC) through the integration of new population education competencies in selected subject areas in all grade/year levels.

At present, the PEP is about to formally launch the Third Country Project. The target audiences comprise the illiterate out-of-school youth, semi-literate youth, and newly married adults, specially the women, who live in neglected rural and urban slum areas.

Problems

1. When the programme achieved its stage of institutionalization within the formal sector, there came about a lowered level of awareness of the programme concerns among students and even teachers.

2. The new population programme has two foci: POPDEV and FP/RP where population education falls within the POPDEV concern. It therefore becomes the PEP's responsibility to acquire knowledge and skills on this new area. There is thus a need to provide the national/regional PEP core members these requirements to effectively and efficiently deliver the new programme.

3. With the new population education programme, there is a need to better understand non-formal education which is relatively new to the present programme staff.

4. The new population education programme is viewed as a research project by the PEP since it is believed that new content, methodologies, and process will be introduced to the non-formal education programme of the DECS. There is thus a need for technical assistance from research experts to provide the programme right directions. Proper research orientation among programme personnel is required.

Emerging needs

To ensure that the programme is better implemented, certain needs and requirements must be paid due consideration: (i) preparation of slide tapes, video/cassette tapes on various population education aspects, (ii) developing a mechanism for systematic monitoring, (iii) provision of training to teachers on population education, (iv) provision of a documentation network system between the PEP and the regions and among the regions, and (v) revision/updating of the sourcebook on population education.

Strategies for action

1. To raise the level of awareness of teachers and students, complementary POPED-related school activities need to be encouraged. It was deemed necessary to link with other sponsoring agencies to assist schools financially in the conduct of population quiz, oratorial debates, etc.

2. To co-ordinate with government organizations and non-government organizations that address this population programme requirements in order to be able to tap the network fully.

3. To make literature search an ongoing activity of the staff and to actively engage the staff to participate in the sub-contracted pre-project implementation activities to better understand non-formal education whether school or non-school based, whether delivered by government organizations or non-government organizations.

4. To assist programme staff in research requirements, the PEP created a Committee of Experts for Educational Research and Development.

SRI LANKA

Background

South East Asian countries, including Sri Lanka, are densely populated both at rural and urban levels. Heavy population growth has brought about socio-economic problems in these countries. The uneven distribution of population as well as its high density has focused attention on solutions to the emerging problems.

Development and trends

1. Incorporation of the population education programme into the school curriculum of Social Studies in the junior and secondary level.

2. Indirect approach to the problem in other subject areas such as Bio Science, Health Science, etc. (in the secondary school curriculum).
3. Incorporation of population studies at university level:
   i) Demographic training and research.
   ii) Teaching of Human Reproduction Family Planning and Population Dynamics in medical schools at undergraduate level.
   iii) Post-graduate training programmes.
   iv) Community health.
4. Teacher education programmes in population education - residential course programmes for teachers.
5. Non-Formal Educational Programmes - adult education and youth service programme.
6. Mass media campaigns.

Problems

The problems which Sri Lanka faces are:

1. Uneven distribution of population has brought about socio-economic problems. Administrative stability is needed in the carrying out of islandwide programmes.
2. Problem of trained personnel is also a factor hindering speedy propagation of population programmes. Decentralized system of administration needs more trained personnel.
3. Inadequate funding has been identified as a problem in the general work plans especially in the non-formal sector.
4. Cultural background of different communities bring about problems in attitude formation.

Emerging needs

In Sri Lanka the problem lies not so much in the heavy growth of population as in the socio-economic problems affecting village populations.

The need, therefore, to improve the quality of life at village level is the most urgent need.

The "Janasaviya" programme sponsored by the present government is a worthy step towards this direction. Educating the villager in all aspects of life to improve his living conditions is the present thrust.

Strategies for action

1. The role of universities in action and research should be encouraged in the following areas:
   i) Provision of curricular knowledge.
   ii) Development of skills and attitudes.
   iii) Pedagogic training on the teaching of population education.

iv) Collection of background material population education.

v) Research, and

vi) Extension work.

2. Provision for specialist training.
3. Exchange of experts.
4. Financial assistance for research.
5. Training of heads of provinces to carry out the programme in their provinces will help in a big way to stabilize the programme.

THAILAND

Background

During the period 1981-1986 the population education programme in Thailand was implemented with the financial assistance from UNFPA and with the technical assistance from Unesco. Population education concepts had been integrated, to a large extent, into the curriculum and textbooks of primary and secondary schools teacher training colleges as well as in non-formal education programme. Some content relating to family planning, sex education and reproductive behaviour had also been integrated into science, health and physical education. Population education is also offered as an elective course at the lower secondary and upper secondary levels but all the secondary schools do not offer this course mainly because of the fact that teachers in all the secondary schools have not been trained in population education. Some teaching/learning materials including posters, slides and tapes, and video cassettes etc. have also been developed during the first phase of the project.

Development and trends

In spite of the fact that the project hasn't been funded by UNFPA since 1987, Thailand has done considerable progress in the population education field.

In collaboration with the Planned Parenthood Association, a teacher manual on "Family Life Education" has been produced and about 9,000 teachers have been trained to use it effectively.

When AIDS has become a crucial problem, the Ministry of Public Health and the Ministry of Education have worked together in training a large number of educators and teachers on AIDS preventive measures.

Moreover, two times a year, about 45,000 copies of newsletter on population and environmental education are distributed to all schools and colleges under the Ministry of Education and public libraries as well so that students, teachers and villagers can update themselves with new data, researches and technologies in these two fields.

Problems

Since the birth rate has slowed down during the last 8 years of the programme, the attention and major thrust of Thailand have shifted to the improvement of the quality of life especially among people living in the rural areas.

Emerging needs

Although, Thailand has become a dramatic example of a successful country in population education programme, there are still some gaps that must be bridged. These include:

1. Training of primary school teachers and teachers of vocational schools in addition to continuing the training of secondary schools.
2. In view of the new emerging problems and concerns in the Thai society, such as the problems of adolescents, AIDS, ageing and urbanization, new materials and training of teachers in these areas need to be provided.
3. Regarding non-formal education, Thailand needs a strong population education programme for some specific interest groups, such as the hill-tribes people, the Muslims and the slum-dwellers.

Strategies for action

1. Indicators for the quality of life have been specified and various programmes were launched to better the prioritized indices.

2. Revision of curriculum to accommodate such endeavours and necessary resources provided.

Chapter Three

DEVELOPMENT AND TRENDS - NEEDS AND STRATEGIES OF ACTION

Population education programme in Asia and the Pacific started in 1972-1973 with the aim of enabling learners in the in-school and out-of-school sectors to understand better the interrelationships of population dynamics vis-a-vis development efforts and the quest for a better quality of life. The programme was manned by a Regional Team of Experts/Advisers who assisted Member States in a variety of ways in five major areas, namely: (i) provision of technical assistance through various forms of advisory missions, (ii) development of national capabilities, (iii) organization of seminars and workshops designed to solve crucial problems faced by country projects, (iv) development of prototype curricular materials, and (v) facilitation of the flow of materials and information in population education. The specific achievements of the programme under these areas during the last three-and-a-half years have been documented in one of the working papers of the seminar (see Annex V). A further in-depth review of country programmes in the region, however, shows that most of the programmes have moved from a simplistic form of contents to more specific population-related messages covering emerging concerns, such as adolescent fertility, ageing, communication skills, urbanization, status of women, environmental factors, sexuality, STD, AIDS, etc. It has also been observed that more and more countries are opting for the integration rather than for the monolithic approach in introducing population education in the educational programmes at various levels. Similarly, it has been observed that the Member States had devised a variety of innovative approaches and strategies for training a large number of teachers/field workers and their supervisors, with significantly longer exposure to develop required level of competencies. Over the years, Member States have also shown greater level of awareness and commitment to meet their information and documentation needs.

Some of the country programmes are progressing well and are moving fast towards institutionalization. The advanced programmes have also served as training sites for new countries. There is also a greater trend towards mutual learning through inter-country exchanges of materials and expertise. It may be interesting to note that none of the country programmes at present has a resident international adviser; instead, the services of the Regional Advisory Team are periodically used to plan and implement their programmes.

However, during the process of programme conception and its implementation, the Member States faced variety of problems and issues and designed strategies of actions to solve them in order to achieve programme objectives. They also identified new needs for the programme. The country experiences and regional co-operation related to trends, issues, problems, needs and strategies were reviewed by the participants of the Seminar who met at Unesco PROAP from 21 to 28 May 1990, and their views are briefly presented under the following broad headings:

I. NATIONAL POLICY AND PROGRAMME

A. Awareness and commitment

B. Institutionalization

C. Multi-sectoral and inter-institutional co-ordination and collaboration.

II. PROGRAMME COMPONENTS

A. Curriculum Development

1. Curricular strategies

2. Core messages

3. Co-curricular activities.

B. Development and Use of Materials

1. Motivational materials

2. Materials for teaching-learning process

3. Translation of materials.

C. Training

1. Orientation

2. Pre-service training

3. In-service training

4. Specialized training

5. Role of universities.

D. Research and Evaluation

1. Research

2. Evaluation.

E. Management, Supervision and Monitoring

F. Documentation and Information Service

I. NATIONAL POLICY AND PROGRAMME

In most countries of the region, there is an increasing realization about the role and importance of population education to attain the over-all objectives of improving the quality of life of the people. International agencies, such as UNFPA and Unesco, have not only played a crucial role in promoting the national commitment and awareness in different countries, but have also provided technical and financial assistance in initiating and expanding the population education projects and their multifarious activities. The national commitment and awareness have got reflected in the policies and programmes of many countries of the region. The level of commitment and awareness has a direct bearing on the nature and effectiveness of the population education programme in a country.

A. Awareness and commitment

1. Background

The twin goals of universalization of primary education and eradication of illiteracy appear to be elusive in many countries of the region mainly in view of the burgeoning population. More and more policy makers, political leaders and educationists are showing increasing readiness to support

population education programme in all sectors of education. Some countries have incorporated the concern for regulating the population growth in their national education policies, whereas some others have shown commitment to population education by earmarking a substantial amount in their national budget. This healthy trend of expression of commitment is discernible in different phases that these countries are passing through in the population education programme implementation. In some countries where the population education programme has been running for quite some time, difficulty is being faced to implement the programme effectively in view of the trend of phasing out the financial support by the international agencies. In some cases the population education programme has come to an end with the stoppage of international financial support resulting in the total or partial loss of earlier efforts in terms of the objectives of population education programme. However, there are still countries where for some reasons population education programmes have not been initiated, and, in other instances, some countries find it difficult to sustain and support a population education programme due to the large size of the target groups and the paucity of funds.

2. Issues/problems

a) How to increase the level of general awareness and commitment of policy-makers, planners, public opinion leaders and educationists (i) in those countries where the population education programme has not yet or has just been initiated, (ii) in those countries where the population education programme is still at a low key?

b) How to sustain the awareness and commitment for population education in countries where external funding is being phased out.

3. Needs and requirements

There is an urgent need to raise the level of awareness and commitment among policy-makers, planners, opinion leaders and educationists so as to ensure the required priority to population education programme. What is also needed more importantly is the incorporation of concern for regulating population growth and of the need for population education in the educational policies of countries in order to give a required status to the population education programme. In view of the decreasing financial support from the international agencies, there is a need to allocate and increase budgetary allocations for the population education programme in the respective national budgets.

4. Options/strategies for action

a) National

i) Hold multi-sectoral seminars and consultation meetings at the national and sub-national levels with participation of policy-makers, planners, opinion leaders and educationists;

ii) Motivate media people to get actively involved in the campaign for creating awareness;

b) Regional

i) Organize inter-country visits and expose the policy-makers, planners, opinion leaders and educationists to an international experience.

ii) Hold periodical consultation meetings and seminars for the policy-makers, planners, opinion leaders and educationists to sustain their commitment at the national level.

B. Institutionalization

1. Background

Institutionalization of population education in the educational system is accepted as the major goal of population education programme. As such, the presence of population education has to be ensured in the entire educational process covering objectives, curriculum, materials, training, research and evaluation. Institutionalization also requires necessary structural changes at different administrative levels. In this sense, institutionalization is an on-going process. The process of institutionalization may assume further ramifications in the light of the new emerging concerns, such as AIDS, ageing, adolescent education, etc. The content of population education is under constant renewal and modification bringing in its fold these new concerns in its content. Population education should, therefore, provide a ready curricular area through which such concerns which are not legitimately claimed by any school subject, could be incorporated into the school curricula. Similarly, in different school subjects too the trend of continuous renewal is discernible.

In most countries population education is not accepted as a separate subject. The trend is to emphasize integration of population education with appropriate subjects and co-curricular areas, though at the teacher training level population education is increasingly being accepted as an additional subject.

2. Issues/problems

a) What are the indicators of institutionalization of population education?

b) How can the process of institutionalization be strengthened?

3. Needs and requirements

Each country may like to understand institutionalization in the context of its own situation and link up national efforts with those at the international level. It is felt that need of a country to institutionalize population education may continue to be linked up with the international support as long as it lasts. The continuance of population education programme may also be seen as linked up with the achievement of its own objectives as well as the overall objectives of other developmental efforts.

4. Options/strategies for action

a) National

i) Hold seminar to discuss steps to strengthen the process of institutionalization.

ii) Organize orientation programmes for different groups, such as curriculum developers, textbook authors, etc. to emphasize the need for institutionalization of population education in all aspects of the educational process.

iii) Promoting through various measures the renewal of content of population education in the in-school and out-of-school programmes.

b) Regional

Hold an expert group meeting to discuss the question of institutionalization, impart more conceptual clarity and recommend guidelines and indicators to strengthen and monitor the process of institutionalization.

C. Multi-sectoral and inter-institutional co-ordination and collaboration

1. Background

In most countries the educational system is divided into more than one sector, such as in-school or formal and the out-of-school or non-formal including adult education, and higher or university education. The population education programme is simultaneously running in all these sectors. Similarly, the objectives of population education by its very nature link it with the activities of other nation-building departments and agencies. In many countries efforts are being made to ensure co-ordination between different sectors and institutions, but they are still inadequate to meet the needs. Complementarity between the formal and the non-formal sectors is widely accepted, but precious little has been done in the direction of sharing of resources between the two channels of education.

Adult population education programmes are mostly perceived as contributing to the reduction of family size and population growth rate, and as such it is often seen as part of family planning programmes. Both population education and family planning programmes are undergoing changes in their scope and content, as such they may be seen as co-partners in the nation-building efforts. The family planning programme seeks to serve the demands created by population education programme. Thus, understanding of respective roles and consequent cooperation are likely to prove mutually beneficial.

2. Issues/problems

a) What strategies would be most appropriate to establish multi-sectoral and inter-institutional linkages?

b) How different and similar are the population education programme and the family planning programme in their objectives, content and methodology?

c) How can population education programme facilitate health and family planning services especially in rural areas?

d) How to strengthen linkages between the in-school and the out-of-school educational programmes, and mutual sharing of resources, material and expertise.

3. Needs and requirements

Though efforts are being made to build up linkages between sectors and nation-building agencies, there is still much to be desired in this area. There is, therefore, a need to establish symbiotic and synergic relationships between sectors and institutions to achieve more qualitative results. There is also a need to understand at the conceptual and operational levels the nature and interrelationship between the population education programme and the family planning programme.

4. Options/strategies for action

a) National

i) Establish a mechanism for multi-sectoral and inter-institutional co-ordination, identify areas of co-ordination and collaboration, and detail out operational strategies at different levels.

ii) Hold periodical joint meetings of those responsible for population education, health, and family planning programmes to devise in operational terms the steps to be taken to effect mutual collaboration.

iii) Hold seminars to discuss and make specific recommendations for mutual sharing of resources, material and expertise between the in-school and out-of-school educational programmes.

b) Regional

i) Undertake the preparation of national case studies on multi-sectoral and inter-institutional co-ordination in collaboration with Member States.

ii) Disseminate the finding of these studies.

II. PROGRAMME COMPONENTS

A. Curriculum Development

I. Curriculum strategies

a) Background

In most countries, the integration approach is used to introduce population education in existing selected subject areas of the curriculum. In others, population education is offered as a separate subject area, and still in other countries, both strategies are effected. Population education is likewise integrated in the existing curriculum as well as offered as a separate values oriented programme.

The dichotomy between the separate subject approach and the integrated approach in curricular decisions is a consequence of rapid changes in society and of the perception of educationists on how best to address these changes.

b) Issues/problems

i) Will integration bring about the desired learnings or behavioural changes?

ii) How systematic can integration be done?

iii) What measures will ensure the continuing efforts of integration into materials development or specifically, textbook preparation?

iv) Is value-oriented programmes the proper approach for population education in non-formal/development programmes?

c) Needs and requirements

In view of rapid changes in society, there is a need to examine curricular strategies employed. Moreover, since such decisions rest on educationists, there is a further need to equip them with appropriate and relevant data/information to enable them to rationally address the issues. In the same manner, textbook writers require similar data much as subject specialists need to be involved in these curricular decisions. Through all these, there is an overriding need to pool these personnel together in order that they may have a common concern for these requirements.

d) Options/strategies for action

i) National

a) Conduct curricular research to determine the viability of a strategy in terms of desired learnings/behaviour change vis-a-vis changes in society.

b) Conduct continuing consultations/orientations for key personnel/decision-makers at different levels on the programme's curricular status and requirements, and for textbook writers on the requirements of the adopted strategy.

c) Involve subject specialists and textbook writers in determining points and level of integration in their areas.

ii) Regional

Provide forums by way of holding conferences and disseminating literature for sharing of experiences on systematic ways of adopting any curricular strategy.

2. Core messages

a) Background

While all countries have population education programmes revolving around core messages, such as family size and welfare, delayed marriage, responsible parenthood, population and resource development, and population-related beliefs and values, most countries have, for various country-specific reasons, modified these either by simplifying, expanding or transforming these messages. But whatever the modifications, the end goal remains the quality of life.

Generally, these developments are dictated by a national development policy/programme that directs the messages to address the prevailing socio-economic priorities. Hence, expansion of the messages oftentimes includes concepts on the dynamics of population and related concerns, such as status and role of women in development, environment and resources, AIDS, STD, ageing, adolescent fertility and human sexuality. On the other hand, simplification of messages leads to an emphasis on small family size, small population and low-population growth rate as the prerequisites to development. As for transformation of messages, this involves reconceptualization of concepts as well as change in terminology to make the programme more acceptable to a larger number of people. For example, small family size becomes a desired family size, birth control becomes fertility regulation, and sex education is changed to adolescent education.

b) Issues/problems

i) Are the messages relevant to development concerns?

ii) Are these messages adequate in terms of learning expectations?

iii) When translated to learning competencies, do these reflect knowledge, attitude and practice (KAP)?

iv) Should the messages be expanded, simplified and refocused?

v) What systematic procedures may be followed to reach these decisions?

c) Needs and requirements

With reference to the questions raised regarding core messages, there is thus a recognized need to not only determine government's priorities as reflected in its development programme, but also

to define the scope and sequence of population education curriculum vis-a-vis these core messages. These efforts will further require the involvement of various persons in public life, such as religious leaders, economists, demographers, lawyers, etc. who can make an input into the decisions made.

d) Options/strategies for action

i) National

a) Conduct round table discussions with professional groups to identify and validate core messages.

b) Conduct validation sessions with curriculum and subject specialists to determine desirability of competencies reflective of the messages.

c) Develop scope and sequence for population education vis-a-vis core messages.

ii) Regional

Provide forums by way of organizing conferences and disseminating literature for exchange of experiences regarding decisions and core messages.

3. Co-curricular activities

a) Background

The goal of institutionalization of population education in the curriculum is, at best, elusive. For, though this may be achieved at a certain stage of the programme, changes do occur that necessitate curricular reforms causing a change of direction in the institutionalization efforts of the programme.

On a institutionalization range, countries stand on different points. But no matter where they are in the scale, they share a common valuation for consciousness-raising techniques to complement or supplement curricular efforts. Such co-curricular support activities are, in fact, the attention-getting devices of population education. Oftentimes, these are quizzes, competitions, demonstrations or presentations conducted at various educational levels and are held during significant occasions and sometimes for a prize.

In out-of-school education, these activities serve as a principal format especially used in community-based development programmes.

b) Issues/problems

i) What co-curricular activities are most effective?

ii) What resources may be tapped in order to maximize the effects of the activity?

iii) What linkages best support the conduct of co-curricular activities?

c) Needs and requirements

Following the questions raised, there exists a demand for a highly motivated, creative and resourceful project personnel who not only know how best to draw the public's attention to the programme's concerns through various media but also possess adequate community mobilization skills.

Likewise, there is a need to link up with supportive persons or institutions.

d) Options/strategies for action

i) National

a) Hold training programme for personnel at various levels to enhance skills on creativity/resourcefulness, technology application, community organization and mobilization.

b) Develop an action plan for relevant co-curricular activities, including resources requirements.

c) Set up a network of persons/institutions with related concerns.

ii) Regional

Prepare case studies on successful co-curricular activities in population education.

B. Development and Use of Materials

I. Motivational materials

a) Background

Population education programme in Asia is at different levels of development in different countries. The first level is made up of a few countries which have implemented programme for over a decade and are in the advanced stage of institutionalization of population education in their educational system. The second consists of the majority of countries which are halfway through the process of institutionalization and have developed national expertise and thus in a position to share experiences with other countries. Finally, there are a few countries which are at the planning stage or are about to launch the programme.

Population education materials have been produced at the various levels of development, except in those countries which are just beginning to launch their programme.

A review of these materials shows that most of them fall under three categories, namely:

i) Materials that tended to inform or carry messages of general nature, such as posters, leaflets, handbills, newsletters, slides, etc. These materials have been extensively used during the stage of awareness creation and midway through institutionalization to elicit as well as sustain the commitment and support of policy-makers, administrators and target groups, such as teachers, tutors, student population, parents, etc. for the programme.

ii) Materials that were developed in support of specific activities, such as training of various categories of teachers, tutors or assistance to students learners. These materials are teachers tutors' guides, resource books in population education, supplementary reading materials, training modules, students/learners' manuals, etc. Some of these materials have been produced in audio-visual form, such as the video cassette on training methodologies.

iii) Materials that sought to motivate specific target audiences to action or to modify/influence their perception, e.g. population education or sex education. These materials were aimed at policy-makers, teachers/tutors, parents, religious and community leaders. These took the form of supportive materials for orientation and seminars to gain legitimacy for the programme. There appears to be a dearth of materials in this last category of population education materials.

In addition, efforts to inform and to motivate the various clientele of population education in both in- and out-of-school programmes have been hampered by two factors:

i) Scarcity of funds. Project budget does not provide for adequate allocation of funds to mount a sustained information/motivation campaigns at strategic stages of programme implementation.

ii) Lack of trained project personnel to develop effective motivational materials.

b) Issues/problems

In the light of the observations above, the following issues arise:

i) At the first and second levels of programme development, should motivational materials be given more emphasis?

ii) If so, who should be the target audience and what form of action should be pursued in support of the programme?

iii) For countries that are just beginning to launch a programme, what kind of informational/motivational activities should be systematically pursued to ensure sustained support and commitment from policy-makers, planners, and administrators and parents?

iv) What kind of training should be given to developers of informational/motivational materials?

c) Needs and requirements

There appears to be urgent need to impress upon programme administrators the importance of renewed commitment and support for the programme at various levels of maturity (development).

d) Options/strategies for action

i) National

a) Organize training workshops for selected developers of materials including programme implementors on message design and production of informational/motivational materials as well as effective ways of transmitting and discriminating them.

b) Organize a national consultation meeting to map out plans and strategies for effective, co-ordinated and sustained series of actions involving the use of motivational materials in combination with other forms of action.

ii) Regional

To develop prototype motivational materials.

2. Materials for teaching/learning process

a) Background

Countries in the region with population education programme have developed a variety of teaching learning materials, such as supplementary reading materials, teachers guides, training packages, sourcebooks, etc. which are being continuously reviewed and updated by the national projects. However, during the past couple of years, new population related concerns, such as adolescent

fertility, STD, AIDS, ageing, etc., have received increasing attention of population education programmes at the national and international levels. Some actions have been initiated at the international level as well as in some countries to develop teaching and learning materials in these new areas. But because of the sensitive nature as well as lack of expertise in these areas of concern, particularly in adolescent fertility/sex education and STD/AIDS education, countries are looking for prototype materials in these areas which they can adapt/adopt to suit their socio-cultural milieu.

Most countries developed national sourcebooks in population education during the first phase of their programme. Over the past years, a number of changes have taken place in the demographic profile as well as in the socio-economic situation of the countries. Therefore, these sourcebooks require updating. The countries which are at the initial stage of developing population education programme have no consolidated source materials which they can use for developing curriculum and teaching/learning materials. These countries may consider development of national sourcebooks on population education following model of countries which are in advanced stage of implementing population education programme.

Various training programmes are being organized by the countries for different education personnel utilizing a variety of training modalities discussed in Section C. It has been observed that the training materials, including the training packages, used by the countries for different types of in-service training programmes are more or less the same. Since the roles and responsibilities of administrators, teachers of different subjects and fieldworkers are different, the competencies to be developed in them through training programmes have to be different. Therefore, separate sets of training packages for the training of different education personnel and for conducting training programmes of different durations need to be developed by the countries.

Although some countries with predominantly the Muslim and Catholic population are successfully implementing population education programme, there is some resistance by some religious and minority groups to introduce population education into their educational programmes both in school and out-of-school. In some countries the religious resistance is so strong that it becomes difficult to implement population education activities in these communities. It will be useful to expose such religious and minority groups to the materials and experiences of the countries where population education programme is successfully implemented among similar religious groups.

The Asia and the Pacific Programme of Education for All (APPEAL) was launched in February 1987 which was followed by the launching of the Programme of Education-for-All (EFA) in March 1990. Only a few countries have been able to integrate successfully population education concepts in their literacy programme and primary school curriculum. Since the programme of Education for All will reach vast number of young and adults, it will be advisable to effectively integrate population education messages in this programme.

In some advanced programmes, self-learning and "do-it yourself," materials in population education have also been produced on a small scale. Expertise in developing these materials is still scarce in the countries. The strategies of developing such materials should be explored.

The experience of some countries is that the number of copies produced by Government printing facilities is often limited, falling short of the actual needs of end-users. The use of private publishing houses has not proved successful because their involvement was not viewed as profitable.

b) Problems/issues

The problems/issues relating to learning and instructional materials are:

i) How to improve the quality of instructional/learning materials and resource books at the varying levels of development of country programmes.

ii) How to develop new materials for specific target groups? Is adaptation of existing materials necessary or a new set of materials have to be developed? What should be the process of development of these materials in view of the stage of population education programmes in the countries.

iii) How can the experts from different fields and institutions for the development of new materials be co-ordinated and involved?

iv) What strategies should be used for integrating population education concepts into APPEAL/Education for All.

v) How can sources of funding for production and distribution of these materials to various end-users, such as learner, teacher, tutor, trainers be identified and mobilized.

c) Needs and requirements

There is a need for revising and updating teaching and learning materials and sourcebooks in countries where these materials were developed a couple of years back. There is a need for developing national sourcebooks in countries where population education programme is in the initial stage of its development.

In order to meet the training needs of different categories of education personnel in different types of training programmes, there is a need for developing training packages at the national and regional levels. There is also need for developing materials for special interest groups and religious groups in order to ensure the acceptability of population education both for the in-school as well as out-of-school education programmes implemented by religious organizations.

The development and integration of population education materials into APPEAL/Education for All needs special attention in view of the fact that all the developing countries in Asia have either already launched or are in the process of launching this programme.

d) Options/strategies for action

i) National

a) Organize workshops to review the content of instructional/learning materials taking into account new themes/core messages.

b) Organize workshops to develop training packages for various types of programme personnel at different levels.

c) Develop, adapt and produce audio-visual/educational technology materials addressed to out-of-school target audiences and special interest groups on new concerns, themes/core messages of the programme.

d) Develop and adapt materials for APPEAL/Education-for-All especially in literacy and primary education.

e) Explore the possibilities of involving the leaders of religious group and minority population to develop strategies and population education materials for their respective educational programme.

f) Organize workshop for provision of specific materials suitable to the needs of minorities in relation to the socio-economic and cultural background.

ii) Regional

a) Organize a seminar cum workshop to share the experiences and develop prototype materials for religious and minority groups.

b) Organize workshops to develop prototype materials for integration of population education into Education-for-All/APPEAL programmes.

c) Organize workshops to develop prototype materials for integrating population education into human resources development programmes.

3. Translation of materials

a) Background

A comprehensive translation project has been initiated in 1989 which identified 10 high quality national materials on population education produced by Indonesia, Philippines, Nepal and Thailand for translation into English; this activity has to be a continuing one. Every year, hundreds of new population education materials are prepared in different languages by the Member States. These new materials contain exemplar models, strategies and documentation of lessons and experiences which need to be shared with each other. However, this can only occur if they are made available in a commonly understood language. Similarly, the Unesco Population Education Programme Service has also been producing and disseminating quite a number of exemplary and prototype materials for the countries to adapt. All of these materials are in English and thus cannot be used by the majority of the field personnel in the countries unless they are made available in their local languages.

b) Issues/problems

In light of these developments, the problem arises: what kind of mechanism should be adopted in identifying materials for translation, qualified translators and adequate resources?

c) Needs and requirements

There is a need for considering translation of national materials into English (and vice-versa) as a continuing activity and for sharing of experiences and lessons learned at regional level. In addition, there is need to consider the aspect of translating and printing the translated materials for wider distribution at national level in the national/provincial languages of the country.

d) Options/strategies for action

i) National

To establish a systematic mechanism for translation of selected materials into English and national/provincial languages of the country and allocation of funds in national programmes for printing and dissemination.

ii) Regional

Undertake translation of selected national population education materials and their dissemination.

C. Training

The effectiveness of population education programmes depends to a large extent on how competent the personnel are in carrying out their respective responsibilities in the population education programme. Training of teachers and other personnel is one of the major components of all national programmes of population education, but it is one of the most difficult to handle because of the enormous number of teachers and personnel who need to be trained within a particular time frame and financial constraints. Training of personnel in population education is always a challenge because of the following reasons:

1. Population education as a marginal and multidisciplinary course involves knowledge of demography, physiology, psychology, economics, sociology, ecology, eugenics and politics. Few teachers or trainers can cope with it without being properly trained.
2. Population education is a new course in school curriculum. Hence, it is confronted with formidable resistance from traditional conceptions, old customs as well as religious doctrines.
3. Population education requires new and innovative teaching methodology to make itself interesting and attractive so that students will accept it readily.
4. Population education is unique in that no other subject has so close a link with people's welfare and social development as it has. Trainees will have to realize this significance.

1. Orientation

a) Background

Of all the personnel involved in population education, the role and function of administrators at different levels are most critical in programme implementation. Most country programmes recognize this and thus give priority for administrators' training. Some call this type of training a course, others may name it "exchange of experience". The content of this training course is mainly about management, monitoring and evaluation.

b) Issues/problems

i) What orientation/training be given to administrators/programme co-ordinators?

ii) What incentives may be provided to administrators/programme co-ordinators?

c) Needs and requirements

To make the administrators interested in the course it is necessary to show them the positive results of population education in the pilot schools. Study tours or training courses held abroad will attract their attention to the subject and will enable them to take it into serious consideration. Concepts taught at the training course will help improve their management ability and give them confidence to contribute to the success of population education.

d) Options/strategies for action

i) National

Hold meetings to exchange experiences and organize inter-state/province study visits.

ii) Regional

Organize inter-country mobile training to be followed with seminars.

2. Pre-service training

a) Background

Normal universities, pedagogical institutes and teacher-training colleges are the main institutions where pre-service training is given to the future teachers. In some countries, a course on population education has been introduced for some years now. But in others, population education is not being taken up at all in the pre-service with the result that the graduates from those institutions will have to receive in-service training which is a waste of time, energy and funds. There are several reasons why in these countries, pre-service training programme is reluctant to include it in their schedule: because of lack of understanding about the concept of population education. Most authorities think that it is not academically worth teaching. Integrating population education necessitates massive curriculum reform whereas it is a less extensive task in the in-service course. Most importantly, there are not enough qualified trainers in pre-service institutions to teach it.

b) Issues/problems

i) How does one ensure that population education activities begin in these institutions?

ii) How does one ensure adequate teaching of population education where existing personnel are either in short supply or unqualified to teach the subject?

c) Needs and requirements

There is a need for the population education programme to start linking with pre-service training institutions and to provide training and orientation to the authorities involved. d. Options/Strategies for Action

i) National

a) Have the population education programme personnel take a direct role in developing pre-service training institutions curricula and involve officials responsible for teacher/tutor training in the development of a curricula or project document.

b) Organize training courses for the trainers or personnel of the pre-service training institutions in co-operation with the department of higher education and relevant universities and colleges.

ii) Regional

Collect information from the member countries about pre-service training on population education and arrange its compilation, printing and dissemination to the region.

3. In-service training

3.1. **Operational issues**

a) Background

Countries which are in the process of planning their in-service training programmes are confronted with different dilemmas and operational issues in deciding how to design their training programmes. On the other hand, those countries which have carried out massive programme of

training have to assess what gaps have still to be filled or where improvements can be made. Generally speaking, in-service training has played an important role in the development of population education programme at a time when pre-service training is still very weak in most countries.

Some schools still tend to send those teachers who have the least work to do and are available and who are usually the less qualified ones to teach population education.

Though hundreds and thousands of teachers/tutors had been trained, may of them do not apply or use what they have learned in population education. Some are transferred to other positions after the training and others are still incompetent in teaching the course.

Many countries design one standard content for use in all training programmes of various types of teachers/tutors. The training programme becomes ineffective because they are not tailor-made to specific teacher trainees or specific clientele. Another issue related here is that too often, the countries do not update the content and methodology of training.

b) Issues/problems

With regard to the operational concerns in implementing training programmes, the following issues arise:

a) Selection of teachers/tutors to be trained: who should be trained first? How can one ensure the selection of most qualified and appropriate trainees?

b) Gap between training and teaching: How can one ensure that trainees apply their knowledge into their actual teaching?

c) Content and training methodologies: What contents and training methodologies should be adopted?

c) Needs and requirements

In view of the problematic issues involved in implementing in-service training on population education there is a need to explore alternative ways of dealing with these issues. For example, there is a need to set priorities as to which type of teachers/tutors need to be trained first and ensure that only the most qualified teachers/tutors will be assigned to attend the training. There is also a need to undertake careful study and planning of these various operational issues before the programme develop their training design. Most importantly, there is a need to devise fallback or supportive mechanism to minimize as much as possible the weaknesses in the strategies. For examples, if the teachers who had been trained undergo a relapse in knowledge and financial constraints do not allow for lengthening the training duration or for undertaking refresher course, the programme should instead develop materials to serve as refresher or supplementary to knowledge already gained.

In many countries, training is most theoretical-oriented and the practicum aspect is neglected. Since population education is a new area more practical activities are required to develop sufficient skills to enable teachers to use these methodologies effectively.

d) Options/strategies for action

a) National

i) Develop criteria for the selection of proper trainees and to ensure that teachers are teaching population education when they return to their respective schools.

ii) Develop various sets of training content and materials to meet the needs of different groups of trainees. Supplementary materials to be given to the trainees

which can further enhance the knowledge of the trainees at their own convenient pace.

iii) More practical activities should comprise the training of the trainees on population education to enable them to gain sufficient skills in the new teaching methodologies.

iv) Incentives be given to keep the trainees at their posts as long as possible.

v) Provide advanced training courses for trainers.

b) Regional

i) Advanced training courses be organized for senior trainers.

ii) Latest information and publications about population education be provided to facilitate updating the training materials.

iii) Exchange of experts among the countries in the region to help with the training programme.

3.2. Cost-effectiveness of training modalities

a) Background

Different countries are using different strategies for in-service training of teachers and other personnel. Some countries are using face-to-face training strategy or peer training, some are using correspondence training and others, the self-learning or do-it-yourself modular approach. A few of these countries have used a combination of these approaches to facilitate the training of the total targeted teachers/tutors to be reached. Some of these countries have not successfully achieved a complete coverage of the training goals they have set because of the inadequacies and weaknesses in the training strategy they have chosen to use. For example, some countries have to train hundreds of thousands of teachers/tutors in a short period of time and yet the countries are using face-to-face strategy to implement this when in fact the main weakness of this strategy is that the coverage in terms of number of teachers/tutors is limited due to financial and time constraints.

b) Issues/problems

a) What criteria and guidelines can be used to select appropriately training modality which could help achieve planned training objectives and coverage?

b) Is there any study which can provide guidance in the selection of cost effective teaching methodologies for use in personal training programme in population education?

c) Needs and requirements

In the absence of hard data to guide trainers in deciding which training modality should be used in implementing their in-service training programmes, there is a need to conduct an action research to determine the cost-effectiveness of various training modalities, to document and share the experiences of countries in the use of certain training modalities and to provide them with guidelines as to the strengths and weaknesses of each of the training modalities.

d) Options/strategies for action

a) National

i) To document their experiences and processes in the use of specific training modalities selected for the in-service training of their teachers/tutors.

ii) To undertake action research and case studies to determine cost-effectiveness of the various modalities that are being used in the in-service training programme on population education.

b) Regional

i) To undertake an action research to determine cost-effectiveness of the various modalities being used by countries in the region for the in-service training of teachers on population education.

ii) To gather information on documentation of experiences in the use of various training modalities from the countries and to share these information with countries in the region.

iii) To organize training programme on cost-effectiveness of various training modalities.

4. Specialized training

a) Background

In addition to the pre-service and in-service training of teachers and students, there are so many other personnel, i.e., curriculum and textbook writers, educational technologists, programme specialists, researchers and evaluators, etc. who need specialized training to help them in performing their jobs more effectively. While most countries concentrated in the in-service and pre-service training, the Unesco-sponsored regional workshops on specialized topics have proved fruitful in the past decade and follow-up activities were conducted in some countries with encouraging results. Experiences show that this type of training is indispensable.

b) Issues/problems

i) Should the project personnel be trained in the process skills to develop audio-visual aids materials and use hardwares and should they also require competencies in methodologies for undertaking research and evaluation to determine effectiveness of the programme?

ii) It is necessary to equip project staff with skills to use computers to automate their activities on population education?

iii) Do the present training programme include sufficient areas to equip staff in order to prepare them for project management, supervision, repackaging of information and integration of population education into development programmes?

iv) Can the countries with population education programme take full advantage of training facilities being offered in English language?

c) Needs/requirements

To ensure effective implementation of different activities of the programme and maximum use of hardware and equipment, training course on specialized areas be offered to project personnel. Furthermore, training courses should be offered to personnel to learn English where needed.

d) Options/strategies for action

a) National

i) Provide facilities to project personnel to learn English where needed so that they can participate in the regional or even international activities.

ii) Specialized courses should be organized as follow-up activities of the trainings conducted at the regional level.

b) Regional

Organize technical training for project personnel on audio-visual and video tape production, research and evaluation, use of computer, management and supervision, repackaging of information and integration of population education into development programmes. (Details are given in the relevant sections).

5. Role of universities

a) Background

Having realized the importance of colleges and universities in alleviating the problem of population growth, some countries in Asia have introduced population education at the undergraduate and graduate levels. These countries offer courses on population education in many ways. Some offer it as part of general education course for all first or second year students; others incorporate it into "foundation" courses or through specialized topics in certain disciplines, such as psychology, sociology, economics or geography, and still others incorporate it at appropriate points in professional courses in such fields as medicine, nursing, home economics, etc. At present, many countries offer a diploma course either at the undergraduate or graduate level. However, many countries have not fully utilized the resources and potentials of the universities in undertaking other activities to promote population education other than teaching it in the classroom.

b) Issues/problems

i) How can the universities be tapped to assist in promoting population education?

ii) How can faculty members of universities be used as resource persons in conducting training programmes, and undertaking research and evaluation activities?

iii) How can the universities be best involved in organizing population education programmes for out-of-school youth and adults?

iv) How can the university authorities be properly motivated and convinced to extend assistance to the national population education programme?

c) Needs and requirements

There is a need for the national population education programme to further involve the universities in promoting population education other than offering courses for credit.

d) Options/strategies for action

i) National

a) To mobilize the universities in undertaking research studies for the population education programme.

b) To involve the university personnel as resource persons in various training programmes.

c) To encourage the universities to organize population education programmes for out-of-school youth and adults.

d) Organize a seminar/training for university faculty members in Education and Social Sciences to convince and motivate them to undertake population education activities.

ii) Regional

a) Disseminate information and materials about population education programmes at tertiary level to interested university faculty members.

b) Orient faculty members to the activities of population education and look for ways and means on how population education can be integrated into their own work.

D. Research and Evaluation

1. Research

a) Background

In most countries, research efforts in population education are fragmented, one-shot and oftentimes ineffective. A predominantly low research appreciation among programme personnel exists.Except for impact and programme evaluations which are project requirements, other research efforts, such as special studies and action researches are barely conducted.Hence, most programme activities are not research-based.And in a few cases where research was done, the research cycle was not observed as dissemination and utilization were missing.

b) Issues/problems

Questions raised in view of these situations are:

i) Do the programme personnel have the necessary expertise to conduct research?

ii) How are areas in research for population education be prioritized?

iii) How can the utilization of research findings in population education be ensured?

c) Needs and requirements

Pursuing the above questions, it can be stated that a priority need is training on research and re-orientation of attitudes toward research. Furthermore, management needs to provide significant directionin research efforts so that results may input into the various programme activities. Likewise, dissemination for the purpose of consumption or utilization of findings should be provided in various formats to different concerned publics in order for research to be meaningful.

d) Options/strategies for action

i) National

a) Organize meeting of decision-makers and operational staff for the identifying research topics.

b) Make provision for translation of research findings in layman's language, reproduce and disseminate them to all managerial and operational project staff.

c) Organize training courses in research designs and methodologies.

ii) Regional

a) Provision of technical assistance in specific research concerns, such as curricular research, research on training, research on teaching, management of research, and conducting research.

b) Conduct a survey of research capacity in the region to determine skills, attitudes of the population education community,and identify the manpower and institutional network for population education research.

c) Conduct regional training programmes on research for programme personnel involved in research.

2. Evaluation

2.1 Programme evaluation

a) Background

Evaluation is said to be the weakest phase in the country programmes.It is applied to the different forms of evaluation from evaluation of learnings acquired in classrooms or learning sites, to evaluation of the internal efficiency or performance of the project and to evaluation of the effectiveness of the programme.These forms are better known as summative/formative evaluation, programme evaluation and impact evaluation, respectively.

In programme evaluation, there is little attempt to evaluate performance of each programme component (such as curriculum, training, research and management) and their collective interaction towards project objectives.Moreover, very little is done to use validated monitoring mechanisms that provide quality and quantity programme data.Most of the time, simple surveys with simple data processing techniques are used for programme evaluation.As for impact evaluation, most country programmes do not provide for this more sophisticated type of evaluation.

b) Issues/problems

Given this background, the following questions are asked:

i) Do the project staff have the expertise to undertake more sophisticated programme/impact evaluation?

ii) Do projects make use of a validated monitoring scheme?

iii) Is there a need for impact evaluation?

c) Needs/requirements

For the programme personnel, there is a need to devise a mechanism that would provide for the services of experts in programme/impact evaluation activities who shall assist them in the conduct of better quality evaluations. Furthermore, there is a need to develop a validated evaluation mechanism for the project.

d) Options/strategies for action

i) National

a) Seek technical assistance of experts for the conduct of quality evaluations both programme and impact.

b) Provide training on programme evaluation.

ii) Regional

Prepare a manual on programme evaluation.

2.2 Learner Evaluation

a) Background

Learner evaluation is a critical component of the population education programme. Every country has its own methods of evaluating learners ranging from formal testing and measurement to informal methods,such as observations, interviews, social investigations and through co-curricular activities. However, the most crucial area is probably testing and measurement. While all countries provide for these, most of them draw up tests only when testing periods come. Hence, there is no uniform measure for learnings. In the case of teacher-made summative and formative evaluation, it has been noted that these tests usually do not meet the standards of test construction.

In formal education, some country programmes do not have access to national test preparations and therefore population education learnings are left out as these are considered not significant enough for promotions purposes.

In non-formal education, the few countries that provide for a national test for the purpose of mainstreaming out-of-school youths most often do not likewise include measures of population education learnings. However, in most countries, there is no national test that exists.

b) Issues/problems

Some questions are raised regarding these developments:

a) Do teachers have adequate knowledge and skills for evaluation of learners?

b) What steps and guidelines are necessary for test and non-test evaluation in population education?

c) Should population education items form part of the national testing programme for formal and the equivalency exam for non-formal?

d) What steps are necessary to facilitate institutionalization of population education and the testing programme?

c) Needs and requirements

With these in mind, the primary need is for classroom teachers to acquire the necessary skills and knowledge in test construction. In order to uniformly measure population education learnings, there is a need to develop a set of reliable and validated test items from which teachers in different levels for both formal and non-formal can draw upon with ease and confidence.

Furthermore, there is a need to continue the institutionalization process of population education by including its content in the national testing programme of both formal and non-formal. There is, however, a greater need for a non-formal testing programme where population education can find its place.

d) Options/strategies for action

i) National

a) Ensure a stronger pre-service learning area on test construction.

b) Provide ongoing training programmes with syllabi on test construction.

c) Conduct of workshops to develop an item bank and guidelines for non-test evaluation for population education by subject area/year level/type of learner.

d) Pursuit of a more aggressive stance for the inclusion of population education in programmes evaluation.

ii) Regional

a) Provision for the inclusion of population education item tests in examinations.

b) Prepare a manual on learner evaluation in population education.

E. Management, supervision and monitoring

1. Background

Many countries in the region have undertaken national population education programmes with the financial and technical assistance of international, regional and national organizations. The programmes are multi-sectoral and multi-disciplinary in nature and are expected to be implemented with the help of teams of people working at various levels. The programmes also foresee a systematic and sequential inputs of human and material resources including funds for the development of materials, training of personnel and procurement of educational equipments, documentation, etc. so that the expected project outputs could be used to develop desirable attitudinal and behavioural changes among the respective target audiences.

In order to achieve this objective, the countries manned their programmes with teams of experts having background and experience in substantive areas, such as education, physical sciences, social sciences and humanity, and even certain specialized components within these areas like curriculum and materials development, personnel training, research and evaluation, etc. These teams were generally based either in the ministries of education or curriculum and textbook bureaus or universities or autonomous bodies depending upon the institutional priorities assigned by their respective governments. The team leaders were appointed to provide leadership in the substantive areas, and at the same time were expected to serve as managers, supervisors and project monitors who could ensure smooth project implementation.

Experiences have shown that majority of the project directors found it difficult to perform all these roles effectively because they did not have sufficient training and relevant experience in project management, personnel supervision and monitoring. Some of these people acquired appropriate skills of management, supervision and monitoring while working as project director but most of the time it did not happen. In addition, a fast turnover of population education project directors due to promotion, transfer or retirement has also been observed in the country programmes. This situation did not help to appoint and to retain project director with sound managerial capabilities to lead the project team who could efficiently mobilizeand use the meagre resources available in the project to achieve national population education project objectives.

Efforts have constantly been made at the national and regional levels to develop necessary know-how to meet the needs of trained manpower but most of these efforts concentrated on developing skills in curriculum and materials development, training modalities, research and evaluation, and documentation. Therefore, the project directors hardly got enough opportunities to develop their own skills in management, supervision and monitoring areas.

2. Issues/problems

a) How can qualified and experienced staff be retained?

b) How can the skills of project managers, supervisors and leaders at various levels be improved to supervise and monitor implementation of national population education projects?

3. Needs and requirements

There seems to be a gap between the academic background and experiences of population education project leaders and their expected roles as managers, supervisors and project monitors. In order to fill up this gap, there is a need to organize special training programmes in programme management, supervision and monitoring for the project directors, managers, supervisors and leaders working at the national and states/provincial levels.

There is also a need to provide incentives to as far as possible attract and retain qualified personnel as project managers, supervisors and leaders at various levels.

4. Strategies for action

a) National

i) Organize orientation or short-term training courses for the state/provincial project co-ordinators, supervisors and leaders in the principles, methods, and techniques of project management, supervision and monitoring of population education components of the in-school/formal and out-of-school/non-formal education programmes being implemented by them.

ii) Make provision of permanent posts in the national/provincial budget for staff responsible for population education, and issue appropriate instructions to all concerned to ensure use of equipmentfor the project for which they had been procured.Steps should be taken to minimize the turnover of qualified and experienced staff.

b) Regional

i) Organize a regional training workshop to developrequired academic background and process skills in project management, supervision and monitoring.

ii) Develop a set of appropriate prototype materials and instruments for use in the programme.

iii) To develop and produce a manual on population education project management, supervision and monitoring as far as possible in the form of "do-it-yourself" to facilitate self-learning activities.

F. Documentation and Information Services

1. Background

National population education personnel in Asia have realized the importance of building an information resource base on population education and in providing information backstopping to the activities of various programme personnel. Many countries, such as China, India, Indonesia, Nepal, Philippines, Sri Lanka, Thailand and Viet Nam have made financial provision for the procurement of

materials to build their collection while the rest were provided a set of materials free of charge to start their core collection. There is also a trend in some countries to promote access to materials in other parts of the country by building not only the collection of the population education programmes at the central level but also those of their branches. In some countries, their collections are not properly organized because of lack of space and facilities; thus they remain minimally utilized. In some countries, they had been stored in cabinets but no librarian or full time person is taking care of them. In a few countries, the population education collection has been incorporated into the main libraries of the ministries but documentation services are not being offered.

In addition to the fact that countries have not gone beyond building a core collection, the collection remains unused because they are not being processed and disseminated properly. In addition, the personnel in charge do not possess adequate skills for undertaking documentation work, analyzing, synthesizing and repackaging of information, or disseminating them systematically and actively. In the past, to solve this problem, one-month internship training had been conducted at the regional level on population education documentation. Experience shows that majority of those who were sent by the countries were not involved in population education or were not in charge of documentation and information services in population education. Because of this, Unesco has shifted the training from the regional to the national level to reach as many participants from the country as possible. Furthermore, participants from these general training programmes also expressed the need to undertake a separate training programme on information repackaging. Many of them also raised the issue of the use of computers in library automation, such as computerization of bibliographic data, mailing list, acquisition of materials and reference service. Lack of knowledge and skills on computerization hamper them from maximizing existing hardware.

Another crucial aspect of documentation is information networking. There has been a rapid increase in population education materials within the countries and in the region as a whole as a result of rapid expansion in population education programmes. Within the countries, materials are being generated by different projects and by different branches located at the state, provincial or district levels, independently of one another. Institutions are not aware of what materials are being produced by each other resulting in overlapping of efforts, resources and waste of funds. Within the country, there is often no central place where all the materials produced can be collected, processed and disseminated. At the regional level, while the UNESCO Population Education Clearing House facilitates information sharing on a centralized basis through its redistribution, repackaging, enquiry services, etc., this is being undertaken informally and without official policies and agreements among countries which can guide a more systematic information sharing. Countries have attempted to set up their own national information networks like Philippines, India, Viet Nam and Pakistan and a sub-regional meeting to develop a sub-regional information network on population education for South Asia will soon be convened. What is needed now is to establish a formal regional information network to cover the whole of Asia and the Pacific.

2. Issues/problems

   a) Should countries now go beyond the procurement of books and establish regular documentation centres?

   b) Should countries make provision for training their staff on population education information and documentation?

   c) Because of absence of mechanism for collecting, processing and sharing of information and materials systematically within the countries and among each other, should

countries establish an information network within the country and among countries at a regional level to facilitate the flow, exchange and use of materials?

3. Needs and requirements

In the absence of well established documentation centres, trained manpower on documentation and information services and a mechanism for facilitating the flow and exchange of information and resources, there is a need to establish documentation centres, provide training on documentation, information repackaging and computerization and a mechanism for information networking.

4. Options/strategies for action

a) National

i) Incorporate the establishment of documentation centres in the total project plan for population education with a view to disseminate information.

ii) Training of personnel in documentation activities.

iii) Establish national information networking for population education.

b) Regional

i) Organize training programme on information repackaging, and computerization of documentation activities in population education.

ii) Organize a meeting to establish networking mechanism in population education.

iii) Develop documentation tools and systems that can serve as guidelines for countries to use in their various documentation and information work.

Chapter Four

REGIONAL CO-OPERATION IN POPULATION EDUCATION

A. Review of Regional Programme in Population Education in Asia

The Consultative Seminar recognized and appreciated the role played by the Regional Advisory Team in the conception and implementation of national population education programmes in the region. The participants were also aware of the fact that the countries in the region are at different stages of programme developments. In order to maintain and further accelerate the speed of development of population education in the region, the participants strongly felt the need for continued assistance of the Regional Advisory Team in the following areas so that the programmes with the proposed regional assistance could smoothly achieve their national population education objectives:

1. Awareness and orientation programme

There are still countries in the region which have not yet fully recognized and appreciated the role of population education in the improvement of quality of life, and in solving problems of rapid population growth, environmental pollution, urbanization, migration, unemployment, high infant and maternal mortality rate, adolescent fertility, ageing, drug abuse, AIDS, etc. People in such countries need to be made aware of the activities which may include discussion of members of the Regional Advisory Team with key national leaders, and dissemination of selective population education materials.

2. Needs assessment

The Regional Advisory Team has periodically been requested by UNFPA to participate in Basic Needs Assessment and Programme Review and Strategy Development Missions in countries of the region. The Team's participation in such missions has been found useful in identifying the most appropriate needs for the programme. The participants of the Consultative Seminar thus strongly recommend the need for the Team's continued participation in these missions.

3. Programme planning and project formulation

The assistance of the Regional Advisory Team is needed on a continuous basis for helping countries to recognize the importance and contribution of population education in the improvement of quality of life. Their assistance is also required in the preparation of project documents for submission to UNFPA, Governments and other donors to secure funds for launching population education programmes. Likewise, some of the countries which have completed one programming cycle and entered the next cycle, would also need assistance of the Team in the preparation of project documents which could be submitted to the funding agencies.

4. Technical assistance in programme implementation

There is a need for continuous assistance of the Regional Advisory Team in the development of curricula and teaching/learning and training materials, personnel training, research and evaluation, population education documentation, and identification of expertise in the region. Such assistance could generally be rendered in the form of advisory missions; development of national

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capabilities through regional and national seminars, workshops, meetings, short-term training courses, study visits, attachments, inter-country mobile training, and long-term fellowships; organization of seminars and workshops designed to solve crucial problems faced by country projects; and developing prototype curricular materials. The Team's assistance in research and evaluation areas is needed for mobilizing human, institutional and financial resources to undertake research on selective topics. The Team assistance is also important for participation in review and evaluation exercises, such as Project Progress Reports, Tripartite Reviews, Midterm Reviews, meetings, and end-of-project evaluation. The technical assistance in population education documentation is necessary for the establishment and strengthening of national documentation centres, including the flow of population education materials and information. The Team's help on continuing basis is required for identification and placement of available expertise within and outside the region. Finally, in view of the different levels and thrusts of programmes in the region, the Team's assistance will also be needed in the area of population communication to stimulate, encourage and sustain interest and commitment in the programme, particularly out-of-school population education activities.

B. Proposed Regional Programme in Population Education for 1992-1995

The Consultative Seminar identified sets of basic issues and needs of country programmes, and designed appropriate options/strategies which could be carried out at the national and regional levels to resolve such issues and/or meet the needs. Based on this exercise, the following regional programmes and activities are suggested for the period 1992 to 1995:

1. Advisory services

The Regional Advisory Team is strongly encouraged to continue rendering its assistance to Member States on request. Such assistance may take the form of Advisory Services to be provided by undertaking advisory missions to participate in (i) awareness and orientation programmes, (ii) UNFPA and Government-sponsored Basic Needs Assessment and Programme Review and Missions, (iii) project planning and formulation, (iv) workshops and seminars, (v) national training programmes, (vi) project monitoring and reviews, (vii) research and evaluation, and (viii) population education documentation.

2. Regional activities

A list of regional workshops, seminars, meetings and training activities which have been proposed to be included under the Regional Sectoral Programmes in Population Education is given below. Regarding the background and related problems of the proposed activities, please refer to Chapter Three.

I. National Policy and Programme

A. Organization of inter-country visit cum seminar for policy-makers

Objectives

a) To raise the level of awareness and commitment among policy-makers.

b) To expose the policy-makers to an international experience.

c) To promote incorporation of the concern for population-related problems in the national policies.

d) To promote exchange of experiences among policy-makers.

Outcomes

a) Participants raise their level of awareness of and commitment to population education.

b) Participants share their experiences for mutual benefit.

c) Population education programme is further strengthened in respective countries.

B. Regional seminar on institutionalization

Objectives

a) To discuss various aspects of institutionalization in order to foster conceptual clarity.

b) To develop guidelines to strengthen the process of institutionalization.

Outcomes

a) Different aspects of institutionalization will get clarified for the benefit of those who are connected with population education programme in various countries.

b) Development of detailed guidelines and indicators for strengthening the process of institutionalization.

C. National case studies on multi-sectoral and inter-institutional collaboration

Objectives

a) To prepare some case studies in countries of the region on multi-sectoral and inter-institutional collaboration.

b) To disseminate these reports for the benefit of other countries of the region.

Outcomes

a) National case studies will be conducted and reports on them will be prepared.

b) Reports will be shared among countries of the region.

II. Programme Components

A. Curriculum Development

1. Sub-regional workshops for the development of core messages and prototype materials (two workshops - one for South Asian countries and one for South East and East Asian countries).

Objectives

a) To exchange experiences on the development and problems of integration of content and materials into the school curriculum and textbooks as well as in non-formal education programme.

b) To develop prototype curriculum on core messages and materials on selected core messages, for primary and secondary levels and for non-formal education.

c) To develop alternative designs for integrating content of core messages, particularly on new themes, with the school curriculum and non-formal education.

Outcomes

a) Report on the sharing of processes, problems and issue of developing curriculum on core messages and their integration into the school curriculum and non-formal education.

b) Revised and updated prototype curriculum outline on core messages for primary and secondary levels as well as for non-formal education.

c) Prototype materials on selected core messages.

d) Alternative designs for the integration of content on core messages into school curricula and textbook, and in non-formal education.

2. Case study on successful co-curricular activities

Objectives

a) To prepare case studies on successful co-curricular activities through sub-contract to selected countries.

b) To synthesize the experiences of the countries in organizing co-curricular activities and disseminate to all the countries in Asia and the Pacific.

Outcome

Report on successful case studies on co-curricular activities.

B. Development and use of materials

I. Materials for teaching/learning process

A. Regional workshop to develop prototype population education materials for religious and minority groups

Objectives

a) To adopt/adapt certain materials that have been successfully implemented by religious groups in certain countries and distribute them to other member countries.

b) To develop prototype population education materials for integration in religious and minority groups.

Outcomes

a) A set of population education materials adapted/adopted from countries distributed to countries with similar groups.

b) A set of prototype population education materials developed by experts from various religious and minority groups to be adopted/adapted at the national level.

B. Organize workshop to develop prototype material for integration of population education into EFA programmes

Objectives

a) To exchange experiences in the integration of population education core messages in primary, literacy and continuing education programmes.

b) To explore alternative strategies of infusing and integrating the core messages into EFA programmes.

c) To develop prototype materials as exemplars of various strategies adopted to integrate the core messages into EFP programmes.

Outcomes

a) Shared experiences on issues and problems and ways of overcoming these problems to infuse population education core messages into EFA programmes.

b) Alternative strategies and designs of integrating population education core messages into EFA programmes. Priorities and feasibility of these strategies and designs are taken into account in developing exemplar materials.

c) Prototype materials as exemplars for integration of population education core messages into EFA programmes.

C. Organize workshops to develop prototype materials for integrating population education into human resources development

Objectives

a) To share experiences among developers of training materials in developing new training packages for various human resources development programmes.

b) To develop prototype materials on new and specific topics to be adapted at the national level.

c) To develop prototype materials in the form of training packages and reading materials to be incorporated into training programmes, such as income generation, women education, livelihood programme, leadership training for youth, etc.

Outcomes

a) A set of prototype materials on new and specific topics on the new concerns of population education programmes.

b) A set of prototype materials in the form of training packages and reading materials for various development programmes, such as income generation, women programme, livelihood, etc.

2. Translation of materials

Objective

To undertake translation of selected national population educational materials, and their dissemination in accordance with the identified mechanism for translation.

Outcomes

National population education materials which have been translated into English and distribution of these materials to Member States.

C. Training

1. Inter-country mobile training population education

Objective

To provide opportunities to key personnel from different countries to visit specific sites and to discuss problems of common interest, such as population education in the minority ethnic groups, or in communities with certain religious beliefs.

Outcome

Enriched sharing of country experiences and views on a variety of specific issues and application of learned lessons in country programmes.

2. Advanced training course for senior trainers and university staff

Objectives

a) To develop interest among senior trainers and university staff in population education research, teaching and training, and to further deepen and update their knowledge regarding population and development.

b) To develop a team of committed senior trainers and university professors to work as experts or resource persons in planning and conducting training courses for in-service and out-of-school teachers of population education.

Outcomes

a) Proposed plan to improve the quality of training programme for senior trainers and university staff.

b) Motivated/oriented university staff for the implementation of population education programme in their respective universities.

c) Follow-up training courses given to other trainers in their respective countries.

3. Exchange of experts among countries

Objectives

a) To promote a closer relationships among the countries in the region so that experiences can be shared with each other.

b) To encourage the sharing of distinguished experts with the colleagues in the whole region.

Outcome

Enriched sharing of experiences and expertise among countries in the region.

4. Preparation of national case studies on cost effectiveness of various training materials

Objectives

a) To prepare the case study reports on cost-effectiveness of various training modalities to find out the most cost-effective modality(ies).

b) To synthesize, reduce and disseminate reports on cost- effective teacher training modalities.

Outcome

Synthesized report of national case studies on the cost-effective modalities on training.

5. Regional training in the development of audio-visual maaterials and use and maintenance of audio-visual equipment

Objectives

a) To teach the basic technique to the personnel in charge of the development of audio-visual materials and prepare a manual for use.

b) To train the technical personnel how to use and maintain audio-visual equipment and prepare a manual for use.

Outcomes

a) A manual on the development and use of audio-visual materials.

b) An operational manual on the use and maintenance of audio-visual equipment.

D. Research and evaluation

I. Inventory of Research Institutions and Personnel and Annotated Bibliography of Researches in Population Education in the Region

Objectives

a) To identify research experts and institutions for bringing out an inventory.

b) To prepare annotated bibliography and abstracts on researches in different areas of population education.

Outcomes

a) An inventory of research experts and institutions in the region.

b) Abstract bibliography in research on population education.

c) Abstract of population education researches in the region.

2. Regional training workshop on research and evaluation

Objectives

a) To develop knowledge appreciation, and skills in curricular research, research in training and programme evaluation.

b) To equip the participants with prototype research instruments for validation and adaptation.

Outcomes

a) Research and evaluation designs for curriculum, training and management activities.

b) Monitoring mechanism for validation and adaptation.

3. Manual on learner evaluation

Objectives

a) To prepare a manual on learner's evaluation.

b) Sample exercises of test and non-test evaluation of learners.

Outcome

A manual which will help the member countries in developing their item banks and guidelines for non-test of learner's evaluation

E. Management, supervision and monitoring

1. Regional training workshop in management, supervision and monitoring

Objectives

a) To promote exchange of experiences in programme management, supervision and monitoring of population education programmes at the national and sub-national levels.

b) To acquire additional academic knowledge about programme management, supervision and monitoring.

c) To develop process skills in systematic programme management, supervision and monitoring of population education covering in-school and out-of-school education sectors.

d) To develop prototype monitoring materials and instruments for use in the programme.

Outcomes

a) Mutual sharing of successful and unsuccessful experiences in population education programme management, supervision and monitoring.

b) A team of managers, directors and supervisors trained in programme management, supervision and evaluation.

c) A set of prototype materials and instruments to be used for monitoring population education programme.

F. Documentation and information service

1. Training on consolidation and repackaging of population education information and computerization of library services

Objectives

a) To develop knowledge and skills on the various strategies for consolidating and repackaging information.

b) To develop guidelines for selecting and implementing repackaging activities on population education.

c) To prepare various types of repackaged materials which can be readily used by the countries.

d) To develop knowledge and skills on computerization of library serivces.

e) To develop simple programmes for computerizing bibliographic data base, acquisition of materials and mailing list.

Outcomes

a) Guidelines for selection and implementing various repackaging activities on population education.

b) Repackaged materials such as newsletter, handbook, abstract-bibliographies, packages, etc. which can be used readily by countries.

c) Computer diskettes containing programmes for computerizing bibliographic data base, mailing list and acquisition of materials which can be readily used by the countries.

2. Regional seminar for information networking on population education for Asia and the Pacific

Objectives

a) To establish an information network mechanism on population education in the region, i.e., policies, objectives, conceptual framework, organizational structure, membership, functions and activities.

b) To develop an action plan identifying networking activities and co-operative ventures that can be undertaken among countries in the region to promote a more systematic flow, exchange and use of information in population education.

Outcomes

a) A conceptual framework and organizational structure/ mechanism for information networking including policies, regulations, objectives, functions, etc.

b) A work plan consisting of networking activities and co-operative ventures that can be undertaken among countries.

G. Regional Consultative Seminar

Background

The Regional Sectoral Programme in Population Education which is implemented by the Regional Advisory Team is always planned through periodic consultation with the representatives of Member States and UNFPA which review the existing situation and identify problems/issues, needs and requirements for the regional programme. Such consultative seminars for developing regional programme were organized by the Unesco Regional Office in 1975, 1978, 1982 , 1986 and 1990.

The problem

Very rapid population-related developments are taking place in the world in general and Asia in particular requiring periodic reviews and assessment of emerging problems/issues, needs and requirements which could be made as the basis for future programming at the national and regional levels. It would, therefore, be necessary that Unesco should provide a forum where member states could meet for undertaking a joint analysis of the situation and help conceive problems and needs based regional programme. A Regional Consultative Seminar can best provide such a forum. Thus the need for organizing a Regional Consultative Seminar which can be organized in 1994 for exchange of experience and at the same time for developing the programme for the next four-year programming cycle.

Objectives

a) To review the developments and trends of country and regional programmes in population education since the 1990 Regional Consultative Seminar.

b) To assess the new thrusts and emerging needs in population education.

c) To develop co-operative action programmes to cope with the new thrusts and emerging needs.

Outcomes

a) Sharing of experiences on the recent developments and trends in country programmes in population education.

b) Inventory and analysis of new thrust and emerging needs.

c) Action programmes to cope with the new thrusts and emerging needs.

Chapter Five

SUMMARY AND RECOMMENDATIONS

The Unesco Principal Regional Office for Asia and the Pacific organized the Sixth Regional Consultative Seminar on Population Education in Bangkok from 21 - 28 May 1990. Twenty-three participants and four resource persons from 14 countries in Asia participated in the deliberation of the Seminar.

Sharing of experiences

The first major agenda item of the seminar was the sharing of experiences in population education programmes vis-a-vis recommendations of the 1986 Regional Consultative Seminar. Most of the country presentations included the following: (i) background of their programme; (ii) developments and trends; (iii) problems and issues; (iv) emerging needs; (v) strategies of action to solve problems encountered. The highlights of the country paper are presented in Chapter Two.

Development, trends, problems and issues

From the country papers, outstanding developments, trends, problems and issues were crystallized and discussed at length. While some Member States were starting to institutionalize the programme there were three who have just started. The problem areas are discussed in Chapter Three under 2 broad headings which are summarized below:

NATIONAL POLICY AND PROGRAMME

An in-depth review of country programmes in the region shows that most of the programmes have moved from a simplistic form of content to more specific population-related messages. It has also been observed that more and more countries are opting for integration rather than monolithic approach for introducing population education at various levels. It is heartening to note that some of the country programmes are progressing well and are moving towards institutionalization.

Awareness and commitment

In most countries in the region there is an increasing realization about the role and importance of population education to attain the overall objectives of improving the quality of life of the people. The national commitment and awareness have been reflected in the policies and programmes of many countries in the region but there is still the need to sustain general awareness and commitment of personnel involved in the programme.

Institutionalization

Institutionalization of population education in the educational system is accepted as the major goal of population education programme. However, indicators of institutionalization have yet to be firmed up by the Member States.

Multi-sectoral and inter-institutional co-ordination and collaboration

In many countries efforts are being made to ensure co-ordination between different sector and institutions but they are still inadequate to meet the country needs and requirements. Although complementarity between the formal and non-formal sector is widely accepted. Much is yet desired in the question of sharing resources between the two channels of education.

PROGRAMME COMPONENTS

Discussion of programme components was done in group sessions which proved to be stimulating and extended sharing of experiences among member states.

Curriculum development

In most countries, the integration approach is being used to introduce population education in existing selected subject areas of the curriculum. Measures that will ensure the continuing efforts of integration and the proper approach for population education were identified as needs. The programmes revolve around core messages with the end goal of improving the quality of life in the countries.

Development and use of materials

Development and use of materials for teaching/learning process including continuing education, and translation of materials have been considered priority projects. Materials have been produced at the various levels of development except in the countries which are just beginning to launch their programmes.

Training

The effectiveness of population education programmes depends on a large extent on how competent the personnel are in carrying out their respective responsibilities in the population education programme. Discussions were on (i) orientation of personnel involved; (ii) pre-service; (iii) in-service and cost-effectiveness of training modalities; (iv) specialized training for other programme/project personnel, and (v) role of universities.

Research and evaluation

There was a consensus among the participants that research and evaluation in most countries are still fragmented and ineffective. Dissemination and utilization of researches have yet to be encouraged among countries.

Management, supervision and monitoring

Efforts have constantly been made at the national and regional levels to develop necessary know-how to meet the needs of trained manpower to manage, supervise and monitor population education programme. Since the programme are multi-sectoral and multi-disciplinary in nature and are expected to be implemented with the help of teams of people working at various levels, hence, the need to have team leaders and experts to provide leadership in substantive areas. Retention of qualified staff as well as programme implementors has been identified as a major concern.

Documentation and information service

The Member States have underscored the importance of building an information resource base on population education and the need of training personnel to handle documentation and information services and information networking.

Recommendations

Considering the need for (i) renewal and modification of curriculum and materials, (ii) evolving comparatively cost-effective training modalities, (iii) promoting relevant research and evaluation, (iv) effective management, supervision, and monitoring, and v) establishing documentation centres/network, the seminar recommends that options/strategies for action suggested in Chapter Three be favourably considered by Member States, Unesco, UNFPA, and other donor agencies.

The Seminar further recommends that:

1. Member States take appropriate steps to reflect population-related issues in its national education policy and to institutionalize population education in such a manner that would enable the country, in due course, to support it from its own resources in case external assistance is reduced or no longer available.
2. Member States have multi-sectoral and inter-institutional collaboration to ensure wider participation in population education programmes.
3. Member States take appropriate steps to involve mass media for creating awareness and motivation in population education among different target audiences.
4. Special activities be organized to develop prototype materials for special religious and minority groups.
5. Member States and Unesco take special steps to promote activities related to population and women issues.
6. Steps be taken to integrate population education into Education For All and Human Resources Development Programmes.

7. Unesco continue to give special attention to the development of guidelines on the preparation of different types of population education materials including training modules.
8. Unesco and UNFPA pay special attention to new country programmes and programmes at the sub-regional level.
9. The university faculty be actively involved in training research and evaluation, and related areas.
10. Population education documentation and information services centres be established as an integral component of national population education programmes.
11. UNFPA further strengthen the Unesco Advisory Team on Population Education for backstopping assistance to country programmes in population education and to implement activities foreseen under the regional programmes.

Annex I

LIST OF PARTICIPANTS

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Annex II

ANNOTATED AGENDA

1. Inaugural session

The Director of Unesco Principal Regional Office for Asia and the Pacific and a high ranking official of the Ministry of Education, Thailand will jointly inaugurate the Seminar.

2. Election of officers of the Seminar

The meeting will elect a Chairman, two Vice-Chairmen and a Rapporteur. The Secretariat of the meeting will be provided by Unesco Principal Regional Office for Asia and the Pacific.

3. Exchange of experiences in population education

The participants will present their country papers for discussion highlighting the developments and trends of country programmes in population education since the 1986 Regional Consultative Seminar. This may include brief description of the following:

a) Achievements vis-a-vis the recommendations of the 1986 Regional Consultation Seminar.

b) Experiences in the renewal of content, methods and training modalities, etc.

c) Expansion of programme vis-a-vis target clientele.

d) Assessment of effects and impact on target clienteles.

e) Problems and issues and strategies used to overcome them.

4. Assessment of the new thrusts and emerging needs and requirements in population education

It is hoped that in the exchange of experiences in population education, new thrusts, emerging needs and requirements in population education will be highlighted. These may include the need for:

a) Clearer conceptualization of population education vis-a-vis its components, (e.g. family life education; sex education; adolescent fertility, ageing; urbanization, family planning education; population, development and quality of life; demography, and population studies) and the target clientele.

b) Population as component of national education development plans/policies of Member States.

c) Better integration of the core messages of population education in school subjects and non-formal education programmes.

d) Innovative multi-media materials.

e) Innovative training and teaching methodologies.

f) More effective assessment of effects and impact of population education.

g) Facilitating the flow of innovative population education ideas and materials within a country and in the region.

5. Development of forms of action to meet new thrusts and requirements to make the programme more relevant and effective

On the bases of the exchange of experiences and the assessment of emerging needs and requirements in population education, forms of action to meet new thrusts and requirements to make national programme more relevant and effective shall be co-operatively developed.

6. Deliberation on regional co-operation in population education

In the light of the deliberations on Agenda items 3, 4 and 5, the Seminar shall consider what forms of action should be taken at the regional level to meet emerging needs and requirements at the country level, and the ways in which Member States implementing population education programmes might co-operate for the continuing renewal and improvement of population education programmes in both formal and non-formal education sectors.

7. Consideration and adoption of report

The deliberations of the Seminar shall be embodied in a report which will be considered under this Agenda item.

Annex III

ACHIEVEMENTS VIS-A-VIS RECOMMENDATIONS OF 1986 REGIONAL CONSULTATIVE SEMINARS (REGIONAL LEVEL)

Recommendations	Achievements	Remarks
The seminar recommends that Unesco should take steps to implement the regional actions covering the following:		
1. Advisory services	From January 1986 to April 1990, the Regional Advisory Team undertook 112 missions (170 man weeks) to 16 Member States (Bangladesh, Cameroon, China, Democratic People's Republic of Korea, India, Indonesia, France, Laos PDR, Malaysia, Maldives, Nepal, Pakistan, Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand) to create awareness; assist in needs assessment and project formulation; participate in national training programmes, and curriculum and materials developments; project review and evaluation, identify new developments and/or problems; and assist in the area of population education documentation.	Continuing
2. Mobilization of national capabilities for inter-country co-operation	a) During the reporting period, the Regional Advisory Team organized inter-country study visits of 2 to 3 weeks duration for 66 educators from 8 countries (Viet Nam, Ethiopia, Kenya, Uganda, India, China, Indonesia and Nigeria).	The Government of China, Philippines, India, Indonesia, Pakistan and Thailand acted as hosts.
	b) Organized 4 to 5 weeks attachment programmes for 8 educators from Viet Nam and 2 educators from	Attachment programmes were organized in collaboration with India.
	c) Organized long-term fellowships for Master's Degree for 2+ educators from Viet Nam.	The fellowship was organized in collaboration with the University of the Philippines.
	d) Organized special 3 weeks training course on family life and sex education for 8+ educators from Nepal and Viet Nam.	The training course was organized in collaboration with the School of Education, University of the Philippines.

Recommendations	Achievements	Remarks
	e) Organized intensive two week training workshops in population education for 10 educators from China and 30 educators from India.	
3. Organize regional seminars and training workshops	a) Regional training workshop for the development of population education materials for special interest groups was organized in Islamabad in 1987. Twenty-three educators and 5 observers from 11 countries (Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Viet Nam and Thailand) participated in the workshop.	
	b) Regional workshop on the cost-effectiveness of different training modalities in population education was organized at Kathmandu in 1987 in which 10 project staff from 7 countries participated (China, India, Indonesia, Maldives, Nepal, Philippines and Thailand).	
	c) Regional training workshop for the development of slides and tapes and video-cassette tapes on population education was organized at AIBD, Kuala Lumpur. The workshop was attended by 18 participants from 12 countries (Bangladesh, China, DPR Korea, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam) in the region.	
4. Development of slides and tapes on population education	Video-cassette on field operational seminar approach prepared in collaboration with the Philippines.	The video tape is being revised in the light of comments.
5. Materials development: adaptation, dissemination and use	The following materials were developed and disseminated:	
	a) Family life education prepared by PROAP.	
	b) Sex education prepared by PROAP.	

Recommendations	Achievements	Remarks
	c) Inter-disciplinary education content on population problems, drug abuse, environment and other issues linked to quality of life was prepared in collaboration with Philippines.	
	d) Motivational posters in the form of 1987 calendar, 4 booklets on trans-migration, drug abuse and sex education with teacher's manual were prepared in collaboration with Thailand.	
6. Integration of population education in the Asia Pacific Programme of Education for All (APPEAL)	A regional workshop on the integration of population education into APPEAL was organized in Bandung, Indonesia, which was attended by 14 participants and 9 observers from 10 countries in the region (India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand and Viet Nam.	
7. Role of universities in population education	Nil.	The activity could not be organized due to financial constraints.
8. Regional Consultative Seminar	The Regional Consultative Seminar is being organized in May 1990 as a result of this recommendation.	
9. Planning and management in population education	Nil	This activity could not be organized due to lack of funds.
10. Family life, adolescence fertility, ageing and urbanization	The Regional Team developed materials on family life and sex education and encouraged countries to include content on these topics into their population education programme.	The trial edition of sex education publication has been revised to be published as adolescence education in modular form.
11. Development of video cassette on core messages in population education	Inquiry approach: teaching methodology for population education, prepared in co-operation with Philippines.	The contract for development of video on family life and sex education was given to Open University in Pakistan in 1989 but has to be withdrawn as no action was taken by the contractor.

Recommendations	Achievements	Remarks
12. Population education for illiterates	Indonesia, Pakistan, Bangladesh and China were offered contracts to prepare population education materials for illiterates. Indonesia, Pakistan and China have completed the work. Bangladesh is in the process of completing it.	
13. Integration of population education into skill development programme	Nil	This activity could not be organized due to lack of funds.
14. Translation of materials	The publications from Indonesia, Nepal, Philippines and Thailand were selected for translation from national language into English. The translation work is in process.	
15. Expand the information resource base/collection to include Clearing House Service	India has developed a work plan to establish three clearing houses in the three UNFPA-funded population education programmes. In addition, a few countries like the Philippines and Viet Nam are undertaking limited documentation services.	Many countries have not gone beyond procurement of books to establish their resource base. This can be attributed to the fact that there was no full-time documentalists to take care of providing information service and budget to undertake Clearing House activities.
16. Establish a systematic mechanism for information networking and resource sharing within the country	Three countries namely, the Philippines, India and Viet Nam have partially implemented this recommendation. The Philippines established a national information network since early 1980 and needs to be evaluated. India (with work plan and budget) and Viet Nam (a work plan with no budget) have still to operationalize their networks.	At the sub-regional level, Unesco is organizing in October a sub-regional meeting to develop an information network on population education for South Asian countries namely, Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka.

Recommendations	Achievements	Remarks
17. Include technical personnel in the training programme on documentation to develop skills in repackaging of information	Unesco/PROAP organized training on population education documentation at national level to cover as many appropriate persons in-charge of documentation/ information services as possible including technical personnel interested in developing their skills on repackaging of information.	
18. Joint innovative projects	Nil	This activity could not be undertaken due to financial constraints. However, the activity is planned as a part of the South Asia Sub-Regional Supplementary Project.

Supplementary Population Education Project for South Asia Sub-Region

The review of achievements and the impact of the Regional Programme on country programmes shows that the Member States in the region have taken action to introduce population education in the education system as one form of intervention to improve living condition and to mitigate negative effect of rapid population growth. However, it was observed that the progress of integration of population education concepts in national programmes in South Asia Sub-Region was comparatively slow because of a number of reasons. This situation attracted attention of UNFPA and Unesco and led to the development and approval of a supplementary project on population education in South Asia Sub-Region. The project is expected to continue to follow long range and immediate objectives of the Regional Sectoral Programme on Population Education (RAS/86/P13) with special emphasis on the following four areas:

1. Develop national capabilities in various aspects of population education by helping organize sub-regional short-term group training course, technical exchanges, and attachment programmes.
2. Through sub-regional meetings/workshop, facilitate the solution of emerging problem areas in population education faced by country projects (e.g. ineffective integration of population education in literacy programme and primary education, limited scope of core messages of population education) and develop prototype curricular materials through sub-regional workshops and contracts and make those available to the countries for adoption or adaptation.
3. Through joint research projects, facilitate the solution of emerging problems in motivation and inter-sectoral linkages in population education.

4. Establish an information network to facilitate the collection, exchange and use of population education materials and information within and among Member States in the sub-region.

The project has been designed to try following strategies:

The supplementary project is planned to follow a strategy which could encourage to promote and further strengthen efforts of the project authorities at the national, sub-national and institutional levels by helping develop a reservoir of national expertise and capabilities in various aspects of population/family life/family welfare education such as materials development, personnel training, research and evaluation and population education documentation through technical exchanges, inter-institutional attachment programmes, short-term sub-regional training courses, development of prototype motivational and instructional materials including training packages, undertaking joint research studies on selective topics and developing information networking mechanism.

The population related problems and needs at the community, sub-national and national levels will be the focal points for all actions at the sub-regional level. These needs will be jointly assessed by representatives of communities, institutions and countries through continuous dialogues, periodic consultations and planning exercises.

Alternative modes of operations and solutions for different problems shall also be identified and applied with active participation of all concerned under TCDC mechanism.

Keeping in view the strategies, series of activities have been designed with a clear definition of their modalities, objectives and expected outcomes. A copy of this supplementary project proposal is available with the secretariat. The seminar participants may review the project and based on their assessment, recommend future forms of action at the sub-regional level to help the countries to expedite institutionalization of population education in their respective education systems.

Annex IV

PROGRESS REPORT OF THE REGIONAL PROGRAMME IN POPULATION EDUCATION IN ASIA (RAS/86/P13 AND RAS/88/P13): 1987-1990

Introduction

The Regional Population Education Programme was conceived and based at the Unesco Regional Office in 1972-1973 with funding support from UNFPA to combat population related problems in the region. The programme is manned by a Regional Advisory Team on Population Education consisting of a Chief, Regional Advisory Team on Population Education, a Regional Advisor for In-School Population Education, a Regional Adviser for Out-of-School Population Education and a Documentation Specialist in Population Education. The Team was further strengthened with the addition of a Regional Population Communication Adviser under the project RAS/88/P13. There is another separate regional project on population education (RAS/88/P60) in the Pacific sub-region.

Objectives

The objectives of the Regional Programme fall under five major clusters namely (i) provision of technical assistance through various forms of advisory missions, (ii) development of national capabilities, (iii) organization of seminars and workshops designed to solve crucial problems faced by country projects, (iv) developing prototype curricular materials, and (v) facilitating the flow of materials and information in population education.

Achievements and outputs

The achievements of the programme during the last three and a half years (1987 - May 1990) have been briefly described below in the light of the above mentioned clusters of objectives:

Advisory services

During the reporting period, the Advisory Team undertook a total of 111 missions (165 man-weeks) to Bangladesh, Cameroon, China, Democratic People's Republic of Korea, India, Indonesia, Lao PDR, Malaysia, Maldives, Nepal, Pakistan, Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand (see Table 1). In addition, the Advisory Team took part in some of the inter-regional meetings organized in Geneva and Paris for designing new strategies to support country programmes in population education and related fields.

Table 1. Advisory missions to member states from 1987 to May 1990

Country	1987		1988		1989		May 1990		Total	
	No.	Man-weeks	No.	Man-weeks	No.	Man-weeks	No.	Man-weeks	No.	Man-weeks
Bangladesh	3	4	4	3	4	6	–	–	11	13
Cameroon	–	–	–	–	1	1	–	–	1	1
China	3	8	4	7	3	7	1	2	11	24
DPR Korea	–	–	–	–	–	–	1	3	1	3
France	1	1	1	1	2	2	–	–	4	4
India	4	7	4	7	7	10	3	6	18	30
Indonesia	3	4	1	1	5	6	2	3	11	14
Lao PDR	–	–	–	–	–	–	1	1	1	1
Malaysia	1	2	2	2	1	1	1	1	5	6
Maldives	2	3	3	4	1	1	1	1	7	9
Nepal	2	4	1	2	1	2	1	1	5	9
Pakistan	4	12	2	3	2	2	1	2	9	19
Philippines	3	4	3	3	1	1	–	–	7	8
Socialist Republic of Viet Nam	4	6	4	6	2	3	–	–	10	15
Sri Lanka	1	1	–	–	1	1	–	–	2	2
Switzerland	–	–	1	1	–	–	–	–	1	1
Thailand	–	–	3	2	2	2	2	2	7	6
Total	32	56	33	42	32	45	14	22	111	165

The nature of these advisory missions varied from country to country. However, most of the missions were aimed at assisting Member States in (i) awareness and orientation programmes, (ii) UNFPA and Government sponsored needs assessment missions, (iii) project planning and formulation, (iv) workshops and seminars, (v) national training programmes, (vi) project monitoring and reviews, (vii) evaluation, and (viii) population education documentation.

The achievements of the missions during the last about three and a half years are briefly described under each of the programme areas mentioned above:

1. Awareness and orientation. Key education officials from China, India, Indonesia and Viet Nam were provided awareness and orientation to population education via inter-country visits. The Regional Team also organized study visits for educators from Ethiopia, Kenya, Nigeria and Uganda.

2. Needs assessment and project planning. During the period under review, the Regional Team participated in the needs assessment and project planning exercises undertaken by the Governments of Bangladesh, China, India, Indonesia, Maldives, Nepal, Pakistan, Philippines, Thailand and Viet Nam. The Team also assisted in planning a new sub-regional project for South Asian countries.

3. Project formulation. Based on the needs assessment and planning exercises undertaken by UNFPA and the Governments from time to time, the Regional Advisory Team continues to assist Member States in developing projects. However by the middle of May 1990, following were the ongoing and new projects which were developed with the assistance of the team:

Country operational projects	Budget US$	Project status
BANGLADESH		
(BGD/88/P01) Integration of Population Education in Literacy Programmes (1990-1991)	24,670	Pipeline
(BGD/88/P10) Integration of Population Education in Literacy Programme of Non-Government Organization (1990-1991)	66,373	Pipeline
(BGD/90/P) Population Education in Formal School System (1990-1995)	2,545,804	Pipeline
BHUTAN		
(BHU/89/P) Population Education in Formal Education	200,000	Pipeline
CHINA		
(CPR/90/P19) Population Education in Middle Schools (1/1/1990-31/12/1994)	2,021,730	Pipeline
(CPR/90/P20) Population Education in Peasant Schools (1/1/1990-31/12/1994)	1,012,690	Pipeline
(CPR/90/P21) Population Education for Ethnic Minorities (1/1/1990-31/12/1995)	500,000	Pipeline
DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA		
(DPR/90/P) Educational and Motivational Support for MCH/FP	600,835	Pipeline
INDIA		
(IND/86/P01) Population Education Programme (School Education and Non-Formal Education System) (1/1/1985-31/12/1990)	3,949,302	Ongoing
(IND/86/P30) Population Education in Adult Education Programmes (1/1/1986-31/12/1990)	4,366,035	Ongoing
(IND/86/P35) Population Education Programme (The Higher Education System) (1/1/1986-31/12/1990)	949,636	Ongoing

Country operational projects	Budget US$	Project status
INDONESIA		
(INS/86/P07) Population and Family Planning Education through Private Education Institutions (1/1/1986 - 31/12/1990)	878,500	Ongoing
(INS/91/P07) Youth Participation in Population/ Family Planning Education Movement (1/1/1991 - 31/12/1994)	1,069,694	Pipeline
MALDIVES		
(MDV/89/P03) Population Education in Formal and Non-Formal Education (1/1/1990 - 31/12/1994)	242,637	Ongoing
NEPAL		
(NEP/88/P04) Population Education in Formal and Non-Formal Education (1/1/1989 - 31/12/1991)	247,450	Ongoing
PAKISTAN		
(PAK/88/P03) Population Education Through Non-Formal Education System (1/1/1990 - 31/12/1993)	371,967	Pipeline
PHILIPPINES		
(PHI/89/P03) Population Education for Special Interest Groups (1/1/1989 - 31/12/1993)	1,667,331	Ongoing/ Pipeline
THAILAND		
(THA/87/P01) Population Education Programme in the Formal and Non-Formal Education (1/7/1990 - 31/12/1993)	401,860	Pipeline
VIET NAM		
(VIE/88/P09) Family Life and Sex Education (1/1/1988 - 31/12/1991)	300,000	Ongoing
(VIE/88/P08) Population Education Through Parent Education (1/6/1988 - 31/12/1991)	200,000	Ongoing
(VIE/88/P10) Population Education Programme in Formal and Non-Formal Education (1/1/1988 - 31/12/1991)	688,855	Ongoing

4. Workshops and seminars. Through the meetings and seminars, key educators and other officials were provided orientation on the nature, goals and role of population education. In some countries, seminars served as a forum for exchange of experiences, in assessing emerging needs and requirements and in jointly planning action programmes in population education. Some countries organized sharing of experiences seminars regularly (e.g. in China every year). From 1987 to May 1990, a total of five regional workshops/seminars were organized to develop much needed skilled manpower in different aspects of population education. A total of 90 national project staff participated in these workshops/seminars (see Table 2).

5. Regional training course. The Regional Advisory Team started an innovative programme of organizing intensive short-term training courses in Bangkok for the project personnel of different countries. In 1988 and 1989, three training courses of two weeks duration were organized for one group of educators for China and two groups from India. The funds for these courses were provided by the national projects. The Regional Advisory Team has also planned to organize from 1990 sub-regional group training courses for middle level project staff serving in different national projects in South Asia sub-region.

6. National training programme. In the training programme in which the Regional Advisory Team participated, a total of 834 teachers and key personnel were trained from January 1987 to May 1990 (See Annex I). The training was provided in substantive as well as methodological aspects of population education.

7. Project reviews. The Regional Advisory Team participates in the TPR meetings of all the projects with which it is associated either as executing or as technical backstopping agency. The Team makes it a point to arrive about a week before the actual TPR meeting for project site visits. With such visits, the Regional Advisory Team is able to generate invaluable field data for the TPR meeting. With such data, more realistic revised annual work plan and budget are prepared. Likewise, in these TPRs special efforts are made to identify opportunities for further improvements of project efficiency and effectiveness. A technical backstopping plan by the Regional Advisory Team is usually also agreed upon in the TPRs. In some of the bigger projects such as projects in India, the Advisory Team also participates in PPR meetings where individual State Population Education Projects are reviewed in a meeting of cluster of States to generate meaningful data for use in the TPR meetings.

8. Evaluation. During mid-term reviews of the projects, an evaluation of the performance of the project vis-a-vis the immediate objectives are done, with the assistance of the Regional Advisory Team. From January 1987 to May 1990, the Regional Advisory Team participated in the mid-term reviews of the country projects in China and Viet Nam. A more thorough evaluation is usually done towards the end of the project cycle. In this regard, the involvement of the Regional Team varies. In a few countries, like India, Indonesia and Maldives, the Regional Advisory Team was involved in the development of the evaluative research design.

9. Documentation. Four countries, namely India, Nepal, Pakistan and Viet Nam were assisted in streamlining their population education documentation centres, and in training those manning the centres. In 1987, an attachment programme in population education documentation was organized, which was attended by five persons from five countries (see Table 2).

Table 2. Participants in Regional Seminars/Workshops/Training Programme by country from 1987 to May 1990

Number of participants from participating countries / Regional Seminars/ Workshops/ Training Programmes	Bangladesh	China	DPR Korea	India	Indonesia	Japan	Lao	Malaysia	Maldives	Myanmar	Nepal	Pakistan	Philippines	Sri Lanka	Thailand	Socialist Republic of Viet Nam	Total
1987 Regional Training Workshop for the Development of Population Education Materials for Special Interest Groups, Islamabad, 20 April-2 May 1987.	1	2	–	2	2	1	–	1	1	–	2	2	2	–	2	2	20
Regional Workshop on the Cost Effectiveness of Different Training Modalities in Population Education, Kathmandu, 1-8 June 1987.	–	1	–	2	1	–	–	–	1	–	2	1	2	–	1	–	11
Attachment Programme in Population Education, Documentation and Information Services, 1-30 August 1987.	1	–	–	–	–	–	–	–	–	–	1	1	1	–	–	1	5
1988 Regional Workshop on the Development of Slides and Tapes and Video Cassette Tapes on Population Education, Kuala Lumpur, 18 October-2 November 1988.	1	2	1	2	2	–	–	1	–	–	1	2	1	1	1	3	18
1989 Regional Workshop for the Integration of Population Education in APPEAL, Bandung, 9-20 October 1989.	–	–	–	1	2	–	–	1	1	–	2	1	2	–	2	2	14
1990 Regional Consultative Seminar on Population Education, Bangkok, 21-28 May 1990.	1	2	1	2	2	–	1	2	1	1	2	2	2	1	2	–	22
Total	4	7	2	9	9	1	1	5	4	1	10	9	10	2	8	8	90

Development of national capabilities

The development of national capabilities in population education is an important objective of the regional programme. This takes eight forms, namely (i) regional training programme, (ii) short-term course, (iii) study visit, (iv) attachment programme, (v) national training programme, (vi) long term fellowship, (vii) inter-country mobile training, and (viii) internship in population education. The total of 1,018 national project personnel have been trained through these modalities (i.e. (i) to (viii) is shown in Table 3). A detailed country wise list of personnel trained during the reporting period can be seen in Annex I of this report.

Assisting Country Programme Cope with Crucial Problems and Develop Prototype Curricular Materials/Strategies/Designs

As cited earlier, one of the cluster of objectives of RAS/86/P13 is to assist country programmes in coping with crucial problem areas and in developing prototype curricular materials/strategies/research designs. The achievements in this regard from January 1987 to May 1990 are briefly discussed below and the page which follows:

Materials for Special Interest Groups, 1987. One workshop organized by Unesco PROAP in 1987 was designed to help country programmes deal with a critical population problem. Studies have shown that illiterate and semi-literate women, rural poor, urban slum dwellers, hilltribes and migrants tend to be vulnerable to population related problems largely arising from high fertility. The Unesco Regional Workshop enabled 28 project staff from 12 Member States to acquire process skills in developing appropriate strategies and materials, (including prototype curricular materials) for such clientele groups.

Cost-effectiveness of different training modalities, 1987. Countries in the region with population education programmes are using a variety of modalities for the training of teachers and other personnel but there is hardly any systematic studies to show which of the training modalities are cost-effective. A Regional Workshop on the Cost-Effectiveness of Different Training Modalities was organized in 1987. This enabled 10 key project staff from seven Member States to acquire process skills and to develop research designs for cost-effectiveness studies of different training modalities. This will help project staff ensure optimal use of limited resources for training teachers and other key personnel in population education.

Slide tapes and video cassette tapes, 1988. It has been observed that country projects acquired audio visual equipments including tape recorders, cameras, slide projectors, and video cassette recording system but lacked sufficient technical know-how to operate them and develop appropriate softwares. Hence Unesco organized a Regional Training Workshop for the Development of Slides and Tapes and Video Cassette Tapes enabling 18 participants from 12 Member States to acquire process skills in operating equipments and developing appropriate softwares including the development of prototype video and slide tapes programmes focussing on core messages of population education for adoption or adaptation in the countries of the region.

Table 3. Development of national expertise by country and training programmes (1987 – May 1990)

	Afghanistan	Bangladesh	China	DPR Korea	India	Indonesia	Japan	Lao PDR	Malaysia	Maldives	Myanmar	Nepal	Pakistan	Philippines	Sri Lanka	Thailand	Socialist Republic of Viet Nam	Africa	Total
1. Regional	–	4	7	2	9	9	1	1	5	4	1	9	8	9	2	8	9	–	1,088
2. Short-term Course	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	4	–	6
3. Study/Visits/Tour	–	–	9	–	24	11	–	–	–	–	–	–	–	–	–	–	17	5	66
4. Attachment	1	1	–	–	–	–	–	–	–	2	–	2	2	2	–	–	10	–	20
5. National Training	–	–	260	–	95	52	–	–	41	78	–	–	50	–	–	–	258	–	834
6. Long-Term Fellowship	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2	–	4
Total	1	5	276	2	128	72	1	1	46	84	1	15	60	11	2	8	300	5	1,018

Population Education in Asia-Pacific Programme of Education for All (APPEAL) - 1989. Rapidly transforming conceptual framework of population education, dearth of trained manpower and availability of integrated sample materials for use in primary education, literacy and continuing education programmes led to the organization of a Regional Workshop which aimed to demonstrate systematic process of integration of population education concepts into APPEAL and to develop prototype curricula and teaching-learning materials for use in these programmes. The workshop provided an opportunity to 14 participants, five resource persons and nine observers from ten countries to acquire process skills and develop core population education curricula covering messages, sub-messages, concepts and contents for integration into APPEAL in addition to two sets of textual and teaching\learning materials.

Facilitating the flow of materials. The Regional Advisory Team facilitates the flow of population education and materials and information among countries of the region and within countries through its enquiry service, current awareness, SDI service and repackaging of information into newsletters, abstract-bibliographies, booklets, manuals and through its training programme. A total of 80 librarians/documentalists from China, India, Pakistan and Viet Nam had been trained through national training programmes in population education documentation from January 1987 to May 1990.

The number of publications distributed in the countries from 1987 to May 1990 is shown in Table 4.

Table 4. Distribution of publications in the region by year

Nature	1987	1988	1989	1990 (Jan. – May)
Bulk mailing of Regional Population Education Team's publications	18,058	9,988	9,881	7,450
Individual requests	6,480	5,150	3,549	915
In support of meetings/missions	1,150	1,693	335	353
SDI activities in support of project activities	2,364	2,750	2,995	843
Total number of publications distributed	28,052	18,636	16,760	9,561

A very important concern in this regard is to ensure that the materials sent to the countries are relevant to their needs. This is done by sending materials that are requested. In addition, at the start of each year, the Regional Advisory Team examined the project activities envisioned in the annual work plans of country projects in population education. The Regional Advisory Team then sends materials deemed necessary for such project activities. During the period under review, the Team has sent a total of 604 packages consisting of 9,040 documents to 12 countries in the region (see Table 5).

Table 5. Packages of materials in support of project activities of country programmes

Country	1987		1988		1989		1990 (January – May)	
	No. of SDI packages	No. of documents	No. of SDI packages	No. of documents	No. of SDI packages	No. of documents	No. of SDI packages	No. of documents
Afghanistan	No more project		No more project		No more project		No more project	
Bangladesh	No more project		No more project		3	61	–	–
China	6	247	16	292	28	358	5	75
India	69	1,067	95	1,472	146	1,949	36	540
Indonesia	30	483	18	447	5	75	7	105
Malaysia	No more project		5	48	3	63	1	12
Maldives	1	12	5	90	7	89	1	16
Nepal	5	66	3	41	2	21	3	28
Pakistan	7	82	3	39	7	110	2	18
Philippines	16	175	8	112	10	110	3	36
Republic of Korea	2	30	No more project		No more project		No more project	
Socialist Republic of Viet Nam	3	38	3	56	3	42	5	75
Sri Lanka	No more project		4	52	5	71	–	–
Thailand	6	66	8	144	2	22	2	16
Pacific countries	5	98	1	13	1	11	1	10
Total	150	2,364	166	2,750	222	2,995	66	931

The Regional Advisory Team through its Clearing House has assisted countries in building and expanding their collections by spending a total amount of US$132,000 in procuring materials to build the population education collections of 26 Pedagogical Institutes and Middle Schools in China and the Population Education Project in the Peasant Schools in China; the population education programmes in the Ministry of Education and Culture and BKKBN in Indonesia; the collections of the population education programmes in Maldives and Sri Lanka; the collections of the four partner agencies implementing population education programme in Nepal; and the collections of the partner agencies and 100 teacher training colleges implementing population education programmes in Viet Nam.

The Team also analyzed, transformed and repackaged information into its regular publications such as six issues of the Population Education in Asia and the Pacific newsletter, abstract-bibliography series, packages of manuals such as Family Life Education, Sex Education, Information Networking on Population Education and translation of national population education materials into English. In addition the members of the Regional Advisory Team periodically write papers to backstop country programmes. A list of different types of publications and staff papers produced during the reporting period is given in Annex II.

Concluding remarks

The Regional Advisory Team has tried its level best to fully realize the five clusters of objectives of the project, especially for the period from January 1987 to May 1990. The Team's efforts and outputs have been briefly discussed in this Report. A more important concern, however, should be the effects and impact of the regional programme on country programmes in population education. But no formal assessment to this effect has been conducted. However during the missions, the Regional Advisory Team came across certain operational problems which were generally resolved in consultation with UNFPA Country Directors and the national project staff. But problems like inadequate national commitment to continue the programme after the termination of UNFPA assistance and lack of institutional co-ordination for planning and implementing population education programmes proved as major hurdles in the process of institutionalization of population education.

It was also felt that the regional inputs in terms of regional training courses, workshops/seminars covering crucial problem areas and appropriate prototype examplar materials were inadequate to meet the needs of some of the countries. In addition, it was discovered that certain sub-regions have special features such as high level of illiteracy, poverty, conservative socio-cultural and religious values whereas others have high level of literacy and more liberal attitude towards adolescent fertility, sex education, AIDS and drug related problems/issues. Such a diverse situation demanded supplementary regional action. The Regional Advisory Team with the support of UNFPA thus launched a supplementary project of population education in South Asia Sub-Region in 1990 to cater to its special needs. There may also be a need for special activities for other sub-region in addition to the common needs of all countries in the region. It is thus hoped that the participants of the Sixth Regional Consultative Seminar on Population Education would spend some time to review the Regional Sectoral Programme on Population Education in order to provide some feedback about its effectiveness and impact besides providing guidelines which could be used as the basis for designing future regional programme.

Annex V

COUNTRY AND YEAR-WISE LIST OF PERSONNEL TRAINED IN NATIONAL TRAINING PROGRAMMES, INTER-COUNTRY STUDY VISITS, ATTACHMENT, SHORT AND LONG-TERM FELLOWSHIPS FROM JANUARY 1987 TO MAY 1990

Country	Activity	Date	No. of participants
1987			
China	Training Workshop on Evaluation and Evaluation Research in Population Education	29 July – 8 August	55
	Intensive Training Programme on Population Education for Trainers in Gansu, Qinghai and Ningxia	14 – 22 August	38
Indonesia	Training Course on Research and Evaluation in Population Education	15 – 27 June	25
	Training of Trainers for Scout Organization	30 November – 4 December	27
	Study Visit of Population Education to China and Thailand	16 September – 2 October	5
Malaysia	Workshop for the Development of Field Worker's Manual	25 September – 4 October	26
Maldives	Orientation of Radio Script Writers	5 – 16 September	20
Pakistan	National Training Workshop in Literacy	1 – 25 August	26
Viet Nam	Training Course for Trainers	16 – 21 February	72
	Study Visit of Vietnamese Educators to Philippines	11 – 21 November	5
	Study Visit of Vietnamese Educators to Indonesia	1 – 18 December	6
Africa (Nigeria)	Study Visit for National Population Education Project Director to Philippines and Indonesia	9 – 20 March	1

Country	Activity	Date	No. of participants
1988			
China	National Sharing of Experiences in Population Education	19 – 27 March	55
	Intensive Training Programme in Population Education	4 – 16 May	12
	National Training Workshop for Teachers and Educators on Puberty Education (Sex Education)	18 – 27 September	100
India	Workshop for the Development of National Source Book	7 – 10 April	13
	National Workshop for the Development of Minimum Core Content in Population Education	27 March – 3 April	30
	Study Visit of Indian Educators	April	4
	Study Tour of Indian Educators to Population Education Programmes to Thailand, Viet Nam and China	29 August – 17 September	7
Malaysia	Qoekshop for the Development of Field Worker's Manual	9 – 19 March	15
Maldives	Curriculum Review Workshop on Population Education in Formal and Non-Formal Education	1 – 4 June	40
	Attachment Programme for Project Staff	2 – 20 February	2
	Workshop on Cost-Effectiveness of Training Strategies in Population Education	1 – 4 August	18
Viet Nam	National Training Programme on Family Life and Sex Education	2 – 17 March	55
	Training Programme on Information Networking in Population Education	15 – 21 August	34
Africa (Kenya)	Study Tour for Programme Co-ordinator of Kenian Institute of Education to Population Education Programmes in Indonesia and Philippines	24 October – 19 November	1

Country	Activity	Date	No. of participants
1989			
China	Study Visit on Population Education Programmes to Pakistan and Thailand	11 – 28 December	9
India	Training Programme for Indian Educators for Asia and Pacific	30 January – 10 February	15
	Study Visit on Population Education Programmes to China and Indonesia	12 – 29 November	7
Nepal	Six-Week Training Course on Family Life and Sex Education	9 May – 16 June	2
Viet Nam	Six-Week Training Course on Family Life and Sex Education	9 May – 16 June	4
	Study Visit on Population Education Programmes	23 August – 6 September	6
	Training Workshop for Mobile Teams	16 – 20 August	97
	Attachment Programme on Parent Education	11 December – 5 January 1990	5
	Attachment Programme on Population Education	11 December – 4 January 1990	3
	Long-Term Fellowship (Master's Degree in Population Education)	October 1989 – March 1991	2
Africa	Study Visit on Population Education Programmes in Philippines and Thailand	24 August	1
1990			
India	Training Course on Population Education	15 – 26 January	15
	National Training Programme on Population Education Documentation and Information Services, Coimbatore, Tamil Nadu	17 – 29 February	22

Country	Activity	Date	No. of participants
1990			
India (cont'd)	Study Visit to Population Education Programmes in Viet Nam, Philippines and Thailand	5 – 23 March	6
Indonesia	Study Visit to Population Education Programmes in Philippines, Thailand and Malaysia	3 – 23 February	6
Nepal	Long-Term Fellowship at University of Philippines	1990	2
Pakistan	National Workshop on Population Education for Orientation of District Education Officers and Principles of Secondary Schools	7 – 10 February	24
Africa (Ethiopia)	Study Visit to Population Education Programmes in Philippines, Thailand and Malaysia	3 – 23 February	24

Annex VI

LIST OF PUBLICATIONS PRODUCED BY POPULATION EDUCATION PROGRAMME SERVICE (1984-1990)

A. Manuals and Resource Materials

Manual on information networking in population education. 1987. 98 p.

Family life education: package 1. 1987. 157 p.

Manual on cost-effectiveness of training modalities in population education. 1988. 69 p.

Sex education: package two. (trial edition). 1988. 224 p.

Population education for special interest groups. 1989. 1 packet of materials.

B. Meeting/Training Reports

Population education for special interest groups through selected development sectors. Report of a Regional Training Workshop, Islamabad, 20 April-2 May 1987. 200 p.

Programmes of action to enhance the effectiveness of population education. Report of a Regional Consultative Seminar on Population Education, Bangkok, 16-22 September 1986. 1987. 174 p.

Regional Workshop on the Cost-Effectiveness of Different Modalities in Population Education, Kathmandu, 1-8 June 1987, *Draft Final Report*. 168 p.

Complementary of formal and non-formal population education in the Pacific. Report of a Regional Seminar, Nuku'alofa, Tonga, 23-27 November 1987.

Regional Workshop for the Integration of Population Education in Asia-Pacific Programme of Education for All (APPEAL) Bandung, Indonesia, 9-20 October 1989; *Final draft report*. 1989. 1 v. (various pagings)

WHO-Unesco Regional Consultative Seminar on School Education for the Prevention of AIDS in Asia and the Pacific, Bangkok, 26 February-2 March 1990; *Draft final report*, 1990. 108 p.

C. Staff papers

Family life and sex education, by Leonardo de la Cruz. 1987. 11 p.

Measurement in population education: attitude, by Leonardo de la Cruz, based on Marlene F. Henerson, Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, How to measure attitude. London: Sage, 1978. 1987. 9 p.

Measurement in population education: cognitive domain, by Leonardo de la Cruz. 1987. 10 p.

Population education in Asia-nature and scope. Paper updated by Ansar Ali Khan for presentation in the Workshop on Development of Manuals for Field Workers, 27 September to 4 October 1987, Langkawi Islands, Malaysia. 24 p.

Population education: an emerging dynamic discipline. Paper presented by Leonardo de la Cruz for an Intensive Training Course in Population Education for Trainers from Gansu, Qinghai, Ningxia in China from 14-22 August 1987. 9 p.

Report of mid-term review of population education in secondary schools in China, by Dr. R. C. Sharma, December 1987. 35 p.

Population education teaching approaches. Paper prepared by Ansar Ali Khan for Population Education Training Programme for Chinese, Bangkok, 4-16 May 1988. 9 p.

The role of documentation and information service in population education. Paper prepared by Carmelita L. Villanueva for the Training Course in Population Education for Chinese Educators, 4-16 May 1988. 25 p.

Population dynamics in the ecosystem by R. C. Sharma. Paper presented at the Regional Training Course for Science Teachers and Supervisors on Environmental Education in the ASEAN region. 1989. 14 p.

Population education in Asia-developments and problems, by Dr. R. C. Sharma. Paper prepared for Training Course in Population Education for Indian Educators organized at Unesco PROAP, Bangkok, February 1989. 18 p.

Report of mid-term Review of Population Education Programme in Higher Education in India, by R. C. Sharma, 1989. 16 p.

Population education in Asia - nature and scope. Paper prepared by Ansar Ali Khan for presentation in the National Workshop on Population Education for Orientation of District Education Officers and Heads of Secondary Schools, 6-11 February 1990. 12 p.

Population growth - a global issue. Paper prepared by Ansar Ali Khan for presentation in the National Workshop on Population Education for Orientation of District Education Officers and Heads of Secondary Schools, 6-11 February 1990. 10 p.

Population Education core messages - conceptualization and selection. Paper prepared by Ansar Ali Khan for presentation in the National Workshop in Population Education for Orientation of District Education Officers and Heads of Secondary Schools, 6-11 February 1990. 5 p.

Basic issues concerning out-of-school population education. Paper prepared by Ansar Ali Khan for presentation in the World Conference on Education for All, Jomtien, Thailand, 5-9 March 1990. 7 p.

D. Documentation materials

Information networking in population education. 1987. 98 p.

List of new arrivals (monthly).

Management, planning and monitoring of population education programmes. 1987. 56 p. (Abstract-bibliography series 8).

Population education accessions list, July-December 1986. 1987. 48 p.

Population education accessions list, January-June 1987. 1987. 42 p.

Population education in Asia and the Pacific Newsletter and Forum, No. 26, 1987. 28 p.

Family life and sex education. 1988. 82 p. (Abstract-bibliography series 9).

Population education accessions list, January-June 1988. 1988. 78 p.

Population education accessions list, July-December 1988. 1989. 39 p.

Population Education in Asia and the Pacific Newsletter and Forum, No. 28, 1988. 28 p.

Population Education in Asia and the Pacific Newsletter and Forum, No. 29, 1988. 28 p.

Family life and sex education. 1988. 82 p. (Abstract-bibliography series 9).

Education for the Prevention of AIDS. (Abstract-bibliography series, 10) 1989. 121 p.

Population education accessions list, January-June 1989. 1989. 92 p.

Population Education in Asia and the Pacific Newsletter and Forum, No. 30, 1989. 28 p.

Population education accessions list, July-December 1989. 1990. 96 p.

UNESCO